REPORT RESUMES

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CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF (36TH, RIVERSIDE, CALIFORNIA, APRIL 12-17, 1964).
AMERICAN SCHOOL FOR THE DEAF., WEST HARTFORD, CONN
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PROCEEDINGS FROM THE THIRTY-SIXTH MEETING OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, APRIL 12-17, 1964, INCLUDE PAPERS ON ADULT AND HIGHER EDUCATION, TEACHER, COUNSELOR, AND LEADERSHIP TRAINING, RESIDENTIAL SCHOOLS, SCHOOL ADMINISTRATION, SUMMER PROGRAMS, SOCIAL DEVELOPMENT, VOCATIONAL EDUCATION, SPECIAL EDUCATION, AND THE MULTIPLY HANDICAPPED DEAF. OFFICER REPORTS AND MINUTES OF COMMITTEE MEETINGS ARE INCLUDED. ADDITIONAL ITEMS INCLUDE THE MEETING PROGRAM AND THE CONSTITUTION OF THE ORGANIZATION. THIS DOCUMENT IS AVAILABLE FROM GALLAUDET COLLEGE, WASHINGTON, D.C. FOR $5.00. (EB)

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Proceedings of the Thirty-Sixth Meeting

Conference of Executives

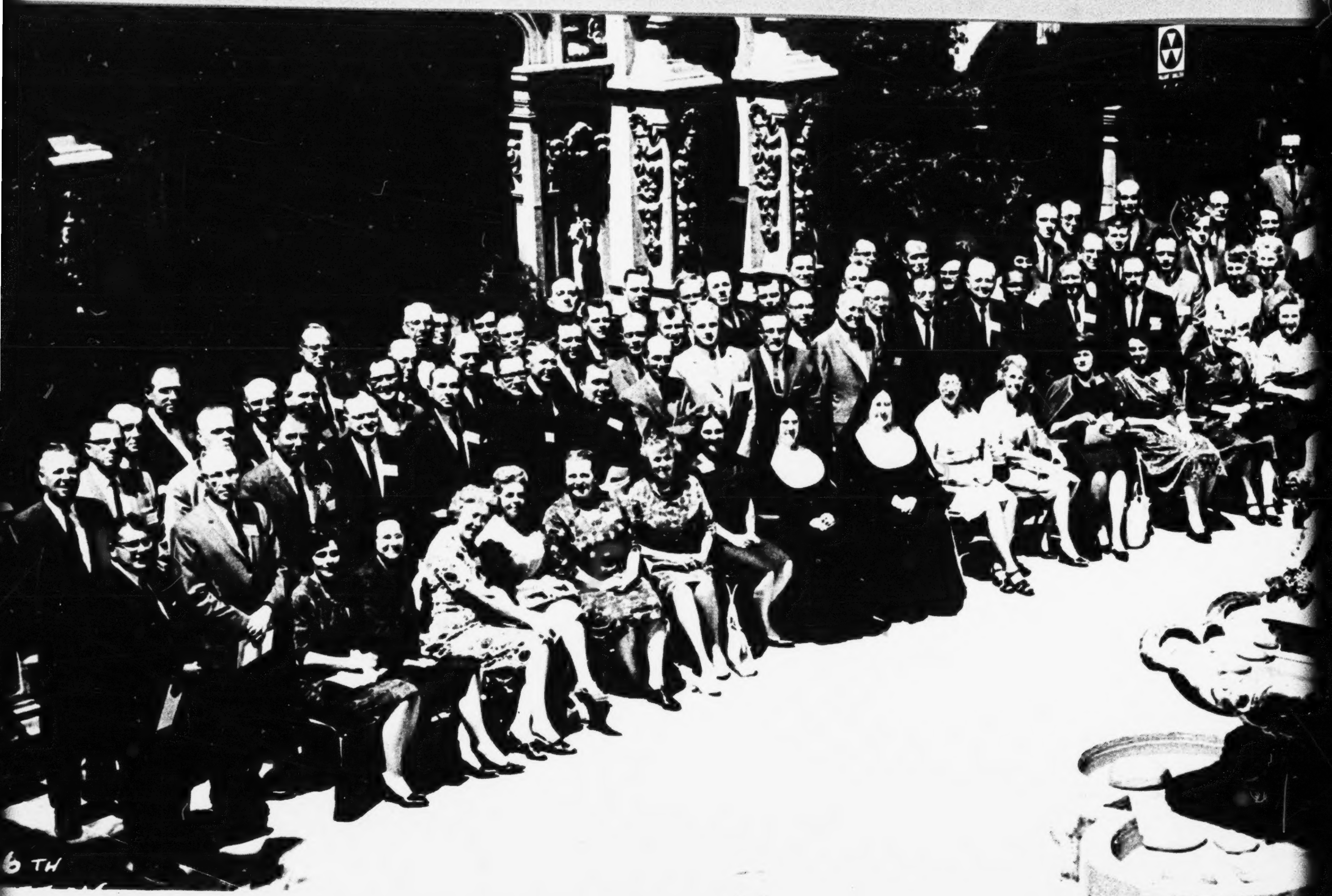
of

American Schools for the Deaf

California School for the Deaf
Riverside, California

April 12-17, 1964

Printed by the Indiana and Missouri Schools for the Deaf



Conference of Executives of American Schools for the Deaf — Mission Inn,

FIRST ROW

Dorine Cunningham, Pilot Institute, Dallas
Jean Weida, Dallas Public Schools
Priscilla Pittenger; San Francisco State College
ienne C. McKeon, Massachusetts Department of Education
ces I. Phillips, Kendall School, Washington, D. C.
n G. Crathern, Crotched Mountain School, New Hampshire
rey Hicks, Houston Public Schools
r Mary Carl, Boston School
r Mary Eymard, Boston School
Margaret Hall Powers, Chicago Public Schools
Margaret Brooks, Jane Brooks School, Oklahoma
Jane Harris, Jane Brooks School, Oklahoma
ces Cronin, St. Joseph's School, New York City
ces Wilkins, St. Joseph's School, New York City
n E. Connolly, Horace Mann School, Roxbury, Massachusetts
retta O'Hara, Boston, Massachusetts
Spencer Tracy, John Tracy Clinic, Los Angeles
Mary French Pearce, Arizona School
Millicent Reynolds, New Mexico School
y Ohlinger, New Mexico School
r Rose Gertrude, St. Mary's School, Buffalo

SECOND ROW

on Hayes, California Department of Education, Sacramento
l Epperson, Washington School
Cunningham, Dallas, Texas
r S. Myklebust, South Dakota School
E. B. Boatner, American School, Connecticut
6. Rev. Thomas R. Bartley, DePaul Institute, Pittsburgh
7. Rev. Lawrence J. Murphy, St. Joseph's School, Milwaukee
8. Peter Freemantle, Interprovincial School, Nova Scotia
9. William E. Bragner, Beverly School, Massachusetts
10. Marvin B. Clatterbuck, Oregon School
11. Dr. Richard G. Brill, California School, Riverside
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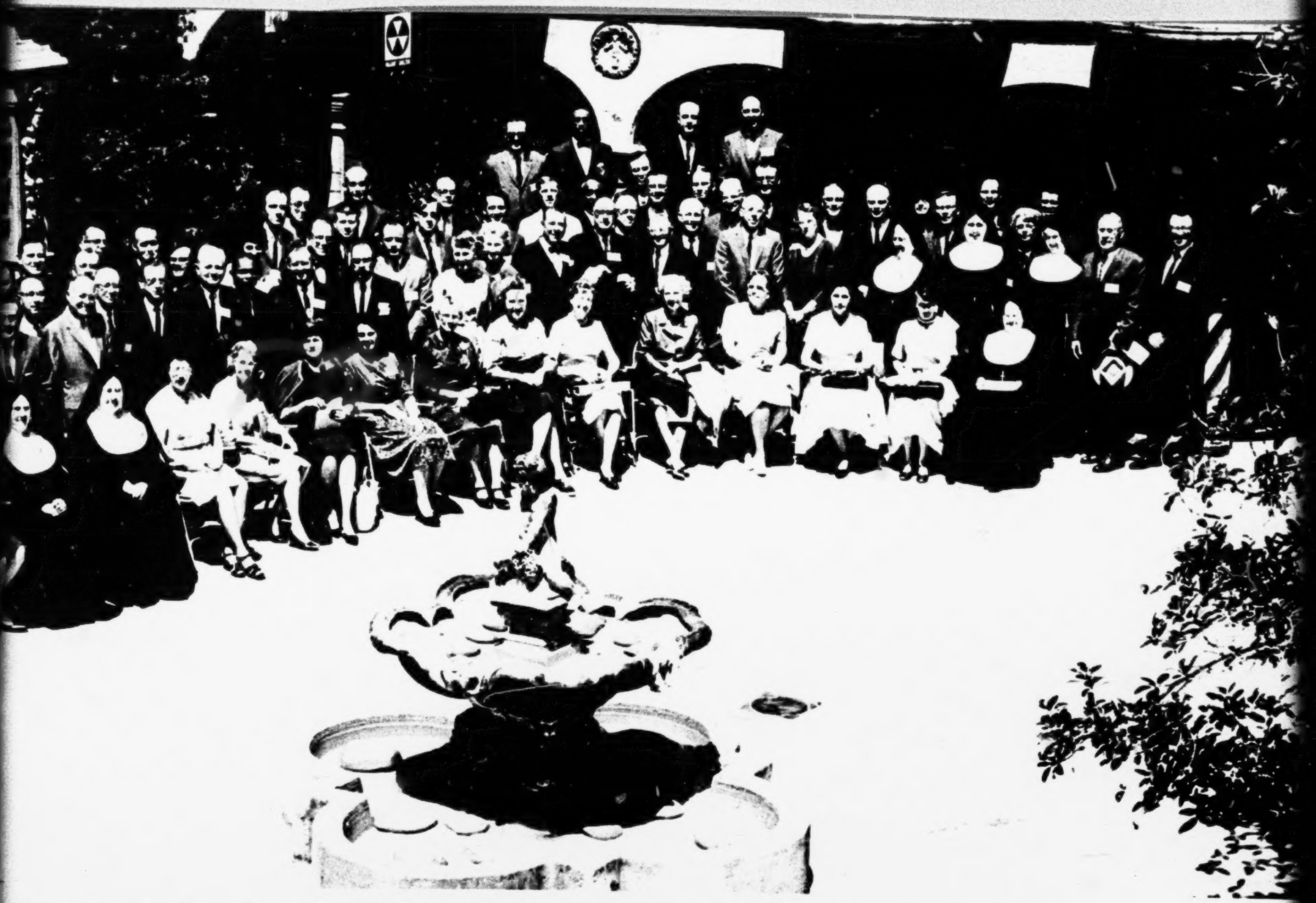
13. Dr. Edward W. Tillinghast, Arizona School, Vice-President
14. Lloyd A. Harrison, Missouri School, Secretary
15. Elwood L. Bland, Virginia State School, Hampton
16. Ernest Strong, Alabama School
17. William Wagner, Canton, Ohio Public Schools
18. Eugene Thomure, South Dakota School
19. Mrs. Hazel Craig, W. Pennsylvania School, Pittsburgh
20. Mrs. Howard Quigley, Minnesota School
21. Fred Sparks, Georgia School
22. Valentine Becker, San Francisco Public Schools
23. Kenneth Huff, Wisconsin School
24. Dr. Leonard M. Elstad, Gallaudet College
25. Dr. Marshall S. Hester, New Mexico School
26. Dr. Elizabeth Benson, Gallaudet College
27. Sister Regina, St. Mary's School, Buffalo
28. Sister Agnes Vincent, St. Frances de Sales School, Brooklyn
29. Sister Loyola Marie, St. Frances de Sales School, Brooklyn
30. Dr. Elwood A. Stevenson, California
31. Joseph P. Youngs, Governor Baxter School, Maine

THIRD ROW

1. Lloyd A. Ambrosen, Maryland School
2. Carl Smith, North Dakota School
3. L. M. Woodworth, Vancouver,
4. John G. Nace, Pennsylvania S
5. James Cutler, Medical College
6. John M. Wallace, Florida Scho
7. Dr. Howard M. Quigley, Minn
8. Joseph G. Demeza, Ontario Sch
9. Myron Leenhouts, California S
10. Edward W. Reay, Idaho Schoo
11. Bill Blevins, Clarke School, M
12. Dr. George T. Pratt, Clarke S
13. Dr. William E. Miller, Institute
14. Joseph R. Shinpaugh, Virginia
15. Eldon Shipman, West Virginia
16. Judy Grimm, St. Paul, Minnes
17. Dr. Robert H. Belknap, San F
18. Dr. Donald Calvert, San Franc
19. Dr. Sam B. Craig, Western Pe
20. Bruce Siders, Michigan Schoo
21. Paul Small, Sunshine Cottage,
22. J. Jay Farman, Austine School,
23. J. C. McAdams, Texas Blind,
24. Dr. James H. Galloway, Roch
25. William Desmond Phillips
26. John F. Grace, Texas School,
27. Dr. George Detmold, Gallaudet
28. Roy M. Stelle, New York Sch
29. Dr. Boyce Williams, Vocationa
30. Dr. Powrie V. Doctor, Gallaud
31. Dr. Kenneth Mangan, Illinois
32. Dr. Ralph L. Hoag, U. S. Of
33. Dr. W. Lloyd Graunke, Tenn



Schools for the Deaf — Mission Inn, Riverside, California — April 13, 1964

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School, Berkeley, President
School, Vice-President
Secretary
hool, Hampton

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Sales School, Brooklyn

School, Maine

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3. L. M. Woodworth, Vancouver, Washington
4. John G. Nace, Pennsylvania School, Philadelphia
5. James Cutler, Medical College of Virginia, Richmond
6. John M. Wallace, Florida School
7. Dr. Howard M. Quigley, Minnesota School
8. Joseph G. Demeza, Ontario School
9. Myron Leenhouts, California School, Berkeley
10. Edward W. Reay, Idaho School
11. Bill Blevins, Clarke School, Massachusetts
12. Dr. George T. Pratt, Clarke School, Massachusetts
13. Dr. William E. Miller, Institute of Logopedics, Kansas
14. Joseph R. Shinpaugh, Virginia School, Staunton
15. Eldon Shipman, West Virginia School
16. Judy Grimm, St. Paul, Minnesota Public Schools
17. Dr. Robert H. Belknap, San Fernando Valley State College, California
18. Dr. Donald Calvert, San Francisco Speech Clinic
19. Dr. Sam B. Craig, Western Pennsylvania School, Pittsburgh
20. Bruce Siders, Michigan School
21. Paul Small, Sunshine Cottage, San Antonio, Texas
22. J. Jay Farman, Austine School, Vermont
23. J. C. McAdams, Texas Blind, Deaf, and Orphan School
24. Dr. James H. Galloway, Rochester School, New York
25. William Desmond Phillips
26. John F. Grace, Texas School, Treasurer
27. Dr. George Detmold, Gallaudet College
28. Roy M. Stelle, New York School, White Plains
29. Dr. Boyce Williams, Vocational Rehabilitation, Washington, D. C.
30. Dr. Powrie V. Doctor, Gallaudet College
31. Dr. Kenneth Mangan, Illinois School
32. Dr. Ralph L. Hoag, U. S. Office of Education
33. Dr. W. Lloyd Graunke, Tennessee School
34. Mrs. Elizabeth Gesner, Los Angeles
35. Albert Pimentel, Tennessee School
36. Dr. Jerome Schein, Gallaudet College

BACK ROW

1. Roy G. Parks, Arkansas School
2. Robert W. Tegeder, Utah School
3. Gordon Harland, Arizona School
4. Dr. William J. McClure, Indiana School
5. Tom Henderson, Los Angeles City Schools
6. Dr. Stanley D. Roth, Kansas School
7. Dr. Edgar L. Lowell, John Tracy Clinic, Los Angeles
8. Melvin Luebke, Mill Neck Manor School, New York
9. Dr. Robert Frisina, Gallaudet College
10. Ben E. Hoffmeyer, North Carolina School
11. Dr. William N. Craig, Oregon College of Education
12. Joel Hoff, Perkins Institute, Massachusetts
13. William Woodrick, Mississippi School
14. James Card, Columbus, Ohio Public Schools
15. Henning Irgens, North Dakota School
16. L. A. Broughton, Alberta School
17. Thomas J. Dillon, New Mexico School
18. Dr. Ray L. Jones, San Fernando Valley State College, Califor
19. John Darby, San Francisco Hearing Society
20. George H. Thompson, Nebraska School
21. S. W. Patterson, California Department of Education
22. Dr. Leo Connor, Lexington School, New York City
23. Dr. William J. Holloway, Virginia State School, Hampton
24. Alan B. Crammatte, Gallaudet College
25. Armin G. Turechek, Colorado School
26. Dr. Richard F. Krug, University of Colorado, Boulder

PROCEEDINGS

OF THE THIRTY-SIXTH MEETING

CONFERENCE OF EXECUTIVES
OF
AMERICAN SCHOOLS FOR THE DEAF

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROCEEDINGS OF THE THIRTY-SIXTH MEETING

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

Headquarters: MISSION INN, RIVERSIDE, CALIFORNIA

April 12 - 17, 1964

The thirty-sixth meeting of the Conference of Executives of American Schools for the Deaf officially came to order at 8:00 p.m., Sunday, April 12, in the Music Room of the Mission Inn, Riverside, California, President Hugo F. Schunhoff presiding.

OFFICIAL PROGRAM

INVOCATION
The Reverend Philip Smith, Universalist-Unitarian Church, Riverside

SONGS--Star Spangled Banner, God Save the Queen
Mr. Joe Demeza, Leader

ADDRESS OF WELCOME
Dr. Richard G. Brill, Superintendent
California School for the Deaf, Riverside

RESPONSE
Dr. Edmund B. Boatner, Superintendent, American School for the Deaf, West Hartford, Connecticut

PRESIDENT'S REPORT
Dr. Hugo F. Schunhoff, Superintendent
California School for the Deaf, Berkeley

KEYNOTE ADDRESS
Dr. Francis W. Doyle, Chief, Division of Special Schools and Services, California State Department of Education, "Education of the Deaf--a Look at Problems and Issues in California"

ANNOUNCEMENTS

RECEPTION--Lea Lea Room, Mission Inn
Faculty Club of California School for the Deaf, Riverside, California.

MONDAY, April 13

9:00-11:45 A. M.
FIRST BUSINESS SESSION--Spanish Art Gallery
11:45 A. M.
CONFERENCE PICTURE
12:00 Noon
LUNCHEON, Lea Lea Room, Mission Inn
Speaker: Dr. Ray L. Jones, San Fernando Valley State College, "Adult Education for the Deaf"
1:30-4:00 P. M.
PROGRAM
Higher Education, Academic and Vocational
Chairman: Joseph P. Youngs, Jr., Superintendent, Governor Baxter School for the Deaf, Maine

Dr. Leonard M. Elstad, President, Gallaudet College "Current Problems at Gallaudet"

Dr. Marshall S. Hester, Superintendent, New Mexico School for the Deaf, "Higher Education for the Deaf"

Dr. Edmund B. Boatner, Superintendent, American School for the Deaf, "Adult Education and Vocational and Technical Training"

Mr. Art Washburn, Coordinator, Riverside City College, Riverside Junior College Program for the Deaf"

5:30 P. M.
SOCIAL HOUR, Superintendent Brill's Residence

DINNER (Each on his own)

TUESDAY, April 14

9:00-11:45 A. M.
PROGRAM, "Professional Training"
Chairman: Mr. J. G. Demeza, Superintendent, Ontario School for the Deaf, Belleville, Ontario, Canada

Dr. Wm. J. McClure, Superintendent, Indiana School for the Deaf, "Some Thoughts for the Future"

Discussion
"Dormitory Counselors' Training," Papers and Discussion
Mr. John F. Grace, Superintendent, Texas School for the Deaf
Mr. Fred L. Sparks, Jr., Superintendent, Georgia School for the Deaf
Mr. Egbert N. Peeler, Superintendent, North Carolina State School for the Deaf

12:00 Noon
LIONS CLUB MEETING, Mission Inn
All others lunch together, Lea Lea Room, Mission Inn

1:30-3:00 P. M.
TOUR, California School for the Deaf, Riverside

3:00-5:00 P. M.
ALL COMMITTEES MEET AT C.S.D.R.

5:00 P. M.
BOARD OF DIRECTORS OF CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF MEET, at C.S.D.R.

7:00 P. M.
DINNER, California School for the Deaf, Riverside

8:00 P. M.
PROGRAM, Dr. Ray L. Jones and Group, Social Hall, C.S.D.R., "Leadership Training in the Area of the Deaf"

WEDNESDAY, April 15

9:00-11:45 A. M.
PROGRAM, "Administrative Problems"
Dr. Edward W. Tillinghast, Chairman
A workshop type of program divided by size of school

SECTION I--Larger Schools (more than 225 enrollment)
Spanish Art Gallery
Leader--Dr. Stanley Roth, Superintendent, Kansas School for the Deaf
Recorder: Mr. Gordon Harland, Principal, Arizona School for the Deaf and Blind

SECTION II--Smaller Schools (less than 225 enrollment)
El Mundo Room
Leader: Mr. Armin Turechek, Superintendent, Colorado School for the Deaf and the Blind
Recorder: Mr. Robert Tegeder, Superintendent, Utah Schools for the Deaf and the Blind

"What Changes should be made in our vocational curriculum to meet the needs of the deaf in our rapidly advancing technology"

Section I--Mr. Roy Parks, Superintendent, Arkansas School for the Deaf

Section II--Mr. Carl F. Smith, Superintendent, North Dakota School for the Deaf

"How, where, and what kind of a program should the state provide for the multiple handicapped deaf child?"

Section I--Dr. Lloyd Graunke, Superintendent, Tennessee School for the Deaf

Section II--Mr. A. S. Myklebust, Superintendent, South Dakota School for the Deaf

"How can we develop social competencies and social maturity among deaf students in a residential school?"

Section I--Mr. Lloyd Ambrosen, Superintendent, Maryland School for the Deaf

Section II--Mr. Joseph Youngs, Superintendent, Governor Baxter School for the Deaf, Maine

Round Table discussion period

12:00 Noon
ROTARY CLUB MEETING, Mission Inn
All others lunch at Lea Lea Room, Mission Inn

1:30-3:30 P. M.
PROGRAM, "Administrative Problems"--a continuation of the morning program:

SECTION I--Recorder, Mr. Myron Leenhouts, Assistant Superintendent, California School for the Deaf, Berkeley

SECTION II--Recorder, Mr. George Thompson, Superintendent, Nebraska School for the Deaf

"How can the various departments, programs and services offered by a school be most effectively coordinated for the benefit of the students?"

Section I--Mr. Ben Hoffmeyer, Superintendent, North Carolina School for the Deaf

Section II--Mr. Kenneth Huff, Superintendent, Wisconsin School for the Deaf

"How can we develop effective public relations with parents, alumni, and the general public?"

Section I--Dr. Howard M. Quigley, Superintendent, Minnesota School for the Deaf

Section II--Mr. Edward Reay, Superintendent, Idaho School for the Deaf and the Blind

Round table discussion period

7:30 P. M.
CONFERENCE DINNER AND AWARDS
El Mirador Hotel, Palm Springs
No speaker, Dr. Hugo F. Schunhoff in charge

THURSDAY, April 16

9:00-11:45 A. M.
SECOND BUSINESS MEETING
Dr. Hugo F. Schunhoff, Chairman
12:00 Noon
KIWANIS CLUB MEETING, Riverside Y.M.C.A.
All others lunch at Lea Lea Room, Mission Inn
Mr. John L. Darby, Executive Director, San Francisco Hearing Society
"Summer Programs for Deaf and Hard of Hearing Adolescents"

1:30-4:00 P. M.
PROGRAM, "Rehabilitation and Research"
Chairman: Mr. Joe R. Shinpaugh, Superintendent, Virginia School for the Deaf, Staunton, Virginia

Dr. Stephen P. Quigley, Associate Professor, Institute for Research on Exceptional Children, University of Illinois, Urbana, Illinois
"An Overview of Research for the Deaf in Rehabilitation and Education, Past, Present and Future"

Mr. Alan B. Crammatte, Associate Professor, Gallaudet College, Washington, D. C.
"The Characteristics of Deaf People Successfully Performing in the Professions and Sciences"

Mr. Albert T. Pimentel, Psychologist, Tennessee School for the Deaf, Knoxville, Tennessee
"A Demonstration and Explanation of the TOWER SYSTEM"

7:00 P. M.
DINNER--The Jade Palace, Montclair
ENTERTAINMENT--Don Freeman's Nigh Magic Show

FRIDAY, April 17

8:30-10:00 A. M.
THIRD BUSINESS MEETING
Dr. Hugo F. Schunhoff, Chairman
10:30 A. M.
BUS LEAVES FOR TRACY CLINIC
12:00 Noon
LUNCHEON, Clifton's Cafeteria, West Covina
2:00-4:00 P. M.
VISIT TRACY CLINIC
4:00 P. M.
OFFICIAL END OF PROGRAM
4:00 P. M.
Bus leaves for downtown Los Angeles

WELCOMING ADDRESS

Richard G. Brill
Host Superintendent

This is the day that all of us here at the California School for the Deaf at Riverside have been looking forward to since the Conference of Executives accepted my invitation extended in Austin, Texas two years ago. We hope that everyone will enjoy himself while in Southern California as well as finding the Conference itself profitable.

We think that you will enjoy Riverside as it is a beautiful city with a population of approximately 120,000 people. We are located in the center of the citrus area of Southern California and Riverside is the home of the first navel oranges produced in this country. While Riverside has a lot of light industry it is also quite an educational center. We have four colleges including a campus of the Riverside City College where we have a special program for deaf students.

The site for the California School for the Deaf at Riverside was purchased by the state in 1949 and construction began in the summer of 1951. The school admitted its first pupils in February 1953. At the present time we have an enrollment of 520 children, a staff of 240, and 36 buildings on a 75 acre campus. We are looking forward to your visit to the campus on Tuesday when we will have tours scheduled and you will be the guests of the school for dinner.

We think we are particularly fortunate in having our meeting here in the Mission Inn which is one of the unique and famous hotels in our country. Any time that you have free from meetings I am sure that you will find the Mission Inn itself an interesting Place to explore.

All of us at C.S.D.R. are looking forward to helping make this meeting one which everyone who attends will remember with great pleasure. We are happy to have you with us for this week.

RESPONSE TO ADDRESS OF WELCOME

Dr. Edmund B. Boatner

Ladies and Gentlemen:

It is a great pleasure to me to be here this evening and to respond to the cordial welcome given us by our host Dr. Richard Brill.

Coming to California is sometimes an overpowering experience for those of us who come from the East, the South, and the Mid-west. Things are done in such a big way here and progress seems to advance so rapidly that it tends to overwhelm us.

I am reminded of a guest editorial I read several years ago in the Hartford Courant. It was taken from the Springfield (Mass.) Republican and was entitled to "To Hell With Hartford". Naturally I was interested in seeing what kind of lambasting Hartford was getting in Springfield, but it turned out to be entirely different from what the title would indicate. It went something like this "For some 300 years we in Springfield have been trying to build a fine city--sometimes we have felt that we have accomplished something really worthwhile and would be feeling more than a little proud of ourselves--but on all such occasions some visitor or other would wander up the river--take a patronizing look at our achievement and say 'Yes, that is really right nice--but have you seen what they have been doing in Hartford, Connecticut, lately?' Well, this would prick our bubble and give us that old feeling of inferiority. This has been going on for 300 years. For all that time we have been living in the shade of Harford, Connecticut. Enough is enough! The time has come to say To Hell With Hartford. To stop worrying about how they are getting ahead of us down the river there and to devote all our attention to building a greater Springfield".

It seems to me that most of us will have to adopt some such attitude towards California in self defense. Not that I want to say "To Hell With California". Far from it. Last night I was taken to one of your pubs named Diamond Lils by some of our colleagues. As we sat there talking we found it difficult to talk because of the deafening cacaphony of a string band. Then all of a sudden they played a piece which made a tingle go up my spine. It was, "For this is your land and this is my land; from California to New York Island", and so on, and I thought, "By George, this is my California just as Connecticut is your Connecticut." So more power to you---keep on making our California greater and greater, and keep some guiding lights out there in front for us to follow.

It is a wonderful privilege to be here in these lovely surroundings with our colleagues and co-workers, some of whom are old friends and some of whom we are meeting for the first time. This gives us the opportunity to review what we have accomplished; the problems we now face and what we hope to accomplish in the future. And certainly, while much has been accomplished there is indeed much more to be done.

The Conference of Executives was founded in 1868 and is therefore 96 years old. It's purpose has always been to further the broadest and best interests of the deaf everywhere, and it has achieved a most distinguished record in doing so. Among its many accomplishments is the publication of the American Annals of the Deaf, which is the oldest educational magazine in continuous publication in the United States. This periodical has had a tremendous and beneficial influence on the whole field of the education of the deaf during all this period. The Conference was the first to arrange for accreditation of teacher training centers for the deaf, and the certification of teachers of the deaf. Recently, it was largely instrumental in the bringing about of Federal subsidization of the training of teachers of the deaf. This has led to the establishment of a large number of new training centers, and bids fair to alleviate the acute shortage of teachers which has plagued this field of education for a long time.

The Conference was a sponsor of Captioned Films for the Deaf, which today is operated by the United States Office of Education, and has an annual budget of a million and a half dollars. This program not only enables the deaf to again enjoy the benefits of recreational films but even more important has opened up a field of research on the development of educational films which undoubtedly will make a very significant contribution. The Conference was also instrumental in bringing about the creation of the Council on the Education of the Deaf which is composed of four members from each of the major organizations of educators of the deaf; The American Instructors of the Deaf, The A. G. Bell Association for the Deaf and the Conference of Executives. This is a development of great importance since it is helping to bring about even greater and more effective cooperation among all those who are engaged in this field.

We can be proud of these and many other past accomplishments, and it is well for us to reflect on them from time to time. However, it is also necessary for us to give our consideration to the many things that remain to be done.

It has been my privilege to attend every meeting of the Conference since 1936 so that I have been familiar with this organization for almost one-third of its existence. In fact, I think I have attended more than a half of the meetings of the Conference which have been held in its entire history. It is very hard to conceive of the great changes that have taken place since I attended my first meeting. Yesterday, I came out to Los Angeles on a non-stop jet in something like 5 hours. Such a thing was undreamed of in the 30's. In fact, a man would have been considered somewhat in the class of Marco Polo if he had just flown to California from Connecticut in any kind of an airplane. Our country has changed from an economy of depression and scarcity to one of great prosperity. During this time more than 70 million people have been added to our population. Innumerable advances in technology have been made such as television and all of the allied miracles in the electronics field. We have particularly benefited in this respect by the development of the hearing aid.

However, when we weigh our own educational progress we must admit that it has not kept pace, in spite of all the technological improvements and all the various new approaches to our educational problems. Certainly, we cannot be satisfied with an average reading ability between the fifth and sixth grades which is the top attainment of so many of the students leaving our schools today.

We must take a good, hard look at the programs of our schools; every kind of school whether it be residential, day school or day class or whether it be a combined or oral one. There is still much that is lacking. In fact, there are serious doubts as to whether we are any more effective in our efforts to impart education in the Three R's today than we were thirty years ago, or for that matter, a hundred years ago. It is not enough to have our various committees and our many workshops, etc. unless we see that the results of all this effort is brought to bear on the firing line in the classroom.

Our greatest need is for Teachers, beginning with a capital "T"; Teachers who have achieved an understanding of the deaf and their problems; Teachers who are actively engaged in teaching them. This must never be neglected, regardless of how much emphasis is placed on higher education, or how much clinical or research work is being done. There is never an end to the road of learning. It is a hard and rocky path, and the young pupil is not likely to achieve success without the leadership and inspiration of worthy teacher. I recently heard a quotation which seems to sum it up: "A teacher's career is never finished, it influences eternity".

In view of this spirit of helping and guiding the deaf child, a Teacher of this type, whatever her degree status, is entitled to take her place proudly beside those who hold the doctoral status. She is invaluable in her high degree of dedication.

Our main concern must always be the quality of learning that is being achieved in the schools themselves, and we can never allow ourselves to become smug or complacent no matter what else is going on in our field such as conferences, workshops, college research, or teacher training centers; whose worthwhileness can only be judged by whether these efforts, actually result in benefits to the pupils in our schools.

In this connection, I am reminded of a story about Satchel Page, the ancient baseball pitcher, who was so successful and won so many games, as he continued to pitch until he was 60 years of age or more. When asked by someone to what he attributed his success, he put it this way, "You have to run like the dickens to stay where you are, and if you stop even for a minute to look over your shoulder you will see something awful a'gaining on you". Let us adopt this attitude so that something "awful" won't keep "a'gaining" on us.

It is a real pleasure to be here and I am confident that this will be an outstanding meeting in the history of the Conference, and one that will eventually help our deaf children to a better education.

PRESIDENT'S REPORT

Tonight we find ourselves at the opening session of the Thirty-Sixth Regular Meeting of the Conference of Executives of American Schools for the Deaf. The Conference of Executives was founded 96 years ago. The thirty-six regular meetings have not been spaced in such manner as simple arithmetic applied to the 96 years of our organization might suggest. Annual regular meetings began in rather recent years, namely, with the 20th regular meeting, held in Faribault, Minnesota, in 1948.

Much has happened in the education of the deaf during these 16 years of annual regular meetings. The five living and active past presidents, the other officers and members of the executive committees, and the chairmen of standing committees who served with them, can attest to the active involvement in problems of our profession which our organization has experienced during these years of our immediate past. The Conference of Executives has been actively concerned with change and progress in our profession.

It becomes my duty tonight to report briefly the activities which have transpired since we last met, in Washington, D.C., on June 22, 1963, at our Thirty-Fifth Regular Meeting. First, we have been busily engaged in the business of reconstituting all standing and special committees for the period July 1, 1963, to June 30, 1966. Every effort has been made to have as many regular members working on at least one committee as has seemed possible. This did not preclude some dual assignments in order to use individuals with maximum experience in performing certain special tasks. Under the recently revised constitution and by-laws we have provision for an on-going classification known as associate members. Article II, Section III of the amended constitution provides that associate members may work on committees. In line with this provision, several associate members have been put actively into the harness. We feel that each will make an appropriate contribution in his assignment.

The task of putting into reality the revised concept of associate membership in line with the provisions of the amended constitution and by-laws became an early item of business concurrent with that of reconstituting the committees, as described above. Although the Executive Committee is currently studying the need for more specific delineation of eligibility for associate membership, it appears that there is general agreement that this new provision in our total membership structure provides an increased capacity for the leadership of the Conference of Executives in our profession. According to the report from the treasurer this afternoon, we have 90 paid up associate members. Of these, 51 serve as assistant superintendents, principals, or supervising teachers in our member schools (which constituted the previous category of associate membership for any specific meeting(and 39 associate members represent other categories such as those connected with our state departments of education and involved in the education of the deaf, directors of clinics and other agencies dealing with deafness and the deaf, and directors of our teacher training centers.

Our newer committees have been gradually moving forward into the paths of action which have been developed by them during the past several years. The Committee on Dormitory Counselors, Training and Certification, has sent superintendents of the residential school application forms for our dormitory counselors to use in applying for certification. We believe that this committee will be a very busy one during the years ahead. The Committee on Accreditation of Schools has been at work. This committee too should have a sizeable quantity of work in the offing. The Visual Aids Committee has been active in that all of the members were called to serve in an advisory role at a recent meeting called by the director of Captioned Films for the Deaf, Department of Health, Education, and Welfare. The Visual Aids Committee is also becoming involved in a language project sponsored by the National Education Association and directed by one of our honorary members, Dr. Harley Z. Wooden.

January 25, 1964, was a day of intensive Conference activity at the Indiana School for the Deaf in Indianapolis. The Council on Education of the Deaf met during the morning. As reported to you in our recent newsletter, the immediate past president of the Conference, Dr. William J. McClure, was elected the new president of the Council on Education of the Deaf. We take this opportunity of expressing in behalf of the Conference our appreciation to Dr. S. Richard Silverman for his outstanding leadership in the role of the first president of the Council on Education of the Deaf. Now that the outstanding meeting of the International Congress on the Education of the Deaf, which was held in Washington in June, 1963, has taken its place in history, the Council on Education of the Deaf must and will become involved in other areas which are of mutual concern to the three member organizations of the C.E.D. We have confidence in the new president's leadership as the C.E.D. seeks to find and to perform its total current role.

During the afternoon and evening of January 25, the Conference Executive Committee, the Joint Advisory Committee of the _American Annals of the Deaf_, and the Vocational Committee of the Conference met in Indianapolis. The business of the Conference has grown in recent years to the point that the January meetings of the Executive Committee and of the _Annals_ Joint Advisory Committee as instituted during the term of President Marshall S. Hester, have become a virtual necessity. These two committees have been invited to meet in Little Rock, Arkansas, in January, 1965, and the invitation has been accepted.

The newly established Committee on Higher Education, as provided by amendment of the by-laws at the 35th Regular Meeting, in Washington, June, 1964, is at work. The Vocational Committee, established under President William J. McClure and authorized at the 35th Regular Meeting to continue, is also at work. These committees will be busy ones. Their work and responsibilities tend to be interrelated. We look to these two committees for leadership and action as we become more involved with the various facets of the total scope of education and training, academic, technical and vocational for deaf youngsters beyond our secondary programs. Several members of the vocational committee are actively connected with projects which we will hear more about during this meeting.

I am sure that I speak for each and every one of us when I express gratitude for the continuing outstanding work of our Legislative Committee and for the personal sacrifices of the chairman in his careful and tireless attention to the task at hand. The continuing provisions for federal aid in teacher education, the expanded program to include research, and the improved support of Captioned Films for the Deaf mark another milestone in the education of deaf children.

Other ways in which members of the Conference have been involved since June, 1963, include the following: (1) the chairman of the Education Research Committee represented the Conference at a meeting called by Dr. Harley Z. Wooden, relative to the language research project; (2) the chairman of the Teacher Training and Certification Committee represented the Conference on the committee of 100 called by NCATE; (3) the president represented the Conference at a meeting called by the National Institutes of Health regarding statistics on deafness; (4) a member in behalf of our Interagency Committee represented the Conference at a recent meeting of the National Committee on Children and Youth; (5) the Public Relations Committee has been working on a new brochure; and (6) twenty-two regular members and twenty associate members of the Conference had the privilege, not as members of the Conference but as individuals, of attending the National Conference on Teacher Education of the Deaf, held under the auspices of the U.S. Office of Education, at Virginia Beach, March 14-19, 1964.

As stated in the beginning, the Conference of Executives is in its 96th year. In 1968 we shall celebrate our Centennial. In accord with a motion passed in Washington, we have appointed a Centennial Committee to play those facets of the 1968 meeting which pertain specifically to the celebration of the Centennial year. This committee consists of our five past presidents, namely, Dr. Sam B. Craig, Dr. Howard M. Quigley, Dr. Edmund B. Boatner, Dr. Marshall S. Hester, and Dr. William J. McClure (with Dr. McClure as chairman), and our vice president, Dr. Edward W. Tillinghast. This committee is at work and is especially concerned with arranging for the writing of an appropriate historical document reviewing the first 100 years of our organization.

So, as we open our Thirty-Sixth Regular Meeting we find ourselves continuing to be involved, as we have in recent years, in a number of activities, collectively as members of the Conference and individually as members of our profession. In addition to the several activities identified above, the Conference continues to work in teacher certification, in parent education, and other areas of concern. As we pursue our various roles as members of the Conference and as individuals, and as we proceed through a six-day meeting here in Riverside, we must not lose sight of a singular goal, namely, the improvement of instruction of deaf children. As administrators, we must keep the focus of our activities and deliberations upon the one reason we should be here. Article II of our constitution states that "the object of this organization shall be to promote the management and operation of schools for the deaf along the broadest and most efficient lines and to promote the general welfare of the deaf." If our work in Conference committees throughout the year and our deliberations April 12-17 in Riverside do not make some contribution toward better education for the children in our charge, our work and our meeting will surely have been in vain. May each of us accept the charge to keep our thinking in that frame of reference and of directing all of our activities toward that one goal.

WANTED: GREATER EDUCATIONAL OPPORTUNITIES FOR THE ADULT DEAF

Dr. Ray L. Jones, Project Director
Leadership Training Program in the Area of the Deaf
San Fernando Valley State College, Northridge, California

Mr. Chairman, President Schunhoff, Members of the Conference, Ladies and Gentlemen: It is a sobering experience to stand before this distinguished group. I am here by invitation to address you on a subject which I firmly believe to be the most urgent, the most challenging, and the most rewarding in the education of the deaf. I refer to the subject of "Adult Education for the Deaf".

I want to share this assignment with a member of the college staff, Dr. Robert Belknap; a participant in the 1964 Leadership Training Class, Tom Dillon; and a co-worker from the deaf community, Mr. F. A. Caligiuri. In our "team approach" we'd like to give a brief background on Adult Education, a report on our experiment in 1963, our work with community agencies in preparing for the current program, and, for those of you who will be unable to visit the college on Friday night, we've brought the classes to you on film.

Adult Education in America dates back to the end of the 18th century. The New England "town meeting", the Junto Discussion Clubs established by Benjamin Franklin, and the Lycium movement all had the same purpose--the education of adults. Some of you may remember the traveling "Chautauquas" which began in the late 1800's and continued until the 1920's, bringing lectures as well as entertainment to American communities both large and small. The Smith-Lever act of 1914 provided rural Americans an amazingly valuable and effective system of classes for farmers, their wives, their sons, and their daughters. While the term "education" was not usually associated with this work, it was, in fact, adult education at its best. The benefits of this movement have been far-reaching and the investments in time and staff have been repaid ten-fold.

Today, adult education programs have been formalized and there are few communities in America which do not keep the schoolhouse lights burning at night for adults of the community who recognize that "life-long learning" is essential if they are to keep pace in this rapidly changing world. It is significant that each year thousands of adults receive their citizenship papers, grade school certificates or high school diplomas through formal adult education classes. Today, Adult Education is a vital part of our American public education system and in the immediate future its importance promises to be even greater.

A recent issue of Focus[1], published by the National Association of Public School Adult Educators, identifies several factors which make adult education in the future not only desirable, but an absolute necessity for economic survival. Let me stress four major points identified in this publication:

First: "In America today eleven million adults, age 18 and over, are functional illiterates, who find it almost impossible to learn marketable skills because they cannot read or write as well as average fifth graders. Every year work opportunities dwindle for the 58.6 million Americans who have not completed high school. Even high school graduates are being displaced by machines."

Second: "The divorce statistics and high rate of juvenile delinquency and crime in this country are undeniable proof that many people marry and raise children with little or no knowledge of how to cope with the problems of family living."

Third: "Research indicates that undereducated adults tend to shortchange their children educationally. If parents have little respect for education or failed to complete a basic education themselves, their children may well adopt an attitude of disrespect for education. Undereducation breeds undereducation and the problem is perpetuated."

Fourth: "Automation and computers are here to stay and will continue to force displaced workers to learn new skills. Workers displaced by automation must either be retrained for other work or placed on public assistance rolls. A large percentage of able-bodied persons on relief rolls are functionally illiterate and unable to fill available jobs. The American taxpayer is becoming increasingly concerned about rising welfare (and rehabilitation) costs. As he learns that adult education can reduce those costs and strengthen the economy at the same time, he is certain to bring pressure to bear on school systems, welfare and rehabilitation departments to provide educational opportunities for clients who need them. From a welfare or rehabilitation viewpoint adult education programs must first bring the functionally illiterate adult to a point where he can begin contributing to society and second provide training which will not only increase his employment potential, but also prepare him for the full responsibilities of citizenship and family living." Yes, it is far cheaper and wiser to educate than to rehabilitate.

With these four points in mind, let us next see how they apply to deaf persons.

The following chart was presented in a paper at the International Congress for the Deaf in 1963 by Dr. Marshall Hester. On it you will see the achievement scores of "school leavers" from public and residential schools for the deaf during the 1961-62 school year.

Achievement Test Scores
For 1104 School Leavers 16.0 and Up
From 55 Residential and 9 Day Schools or Classes
in the United States During the School Year 1961-1962

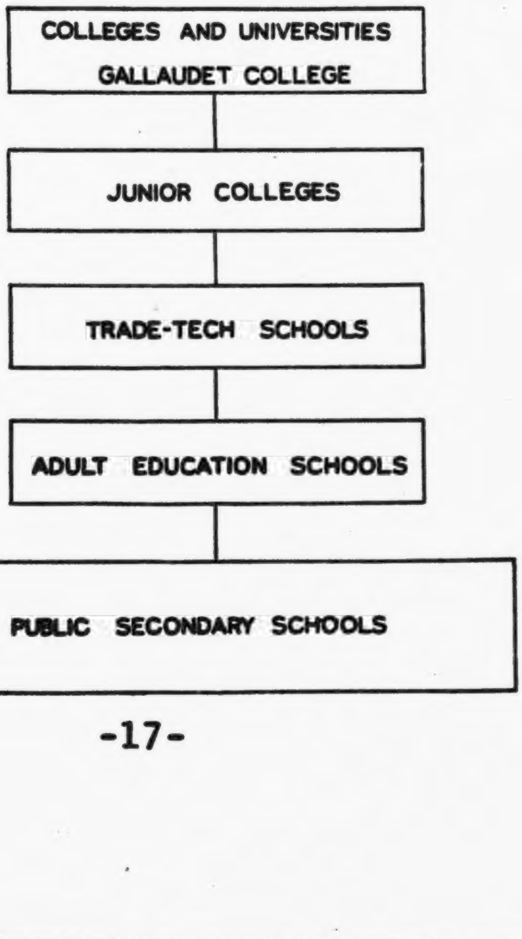
					Grade Equivalent of Achievement Test Scores		
	N	Range	Median	Mean	Range	Median	Mean
Graduates	501	16.0-23	19.1	18.8	3.1-12.8	8.1	7.9
Non-Grads.	603	16.0-23.7	19.0	18.6	.9-10.5	4.7	4.7

Note that the "average" deaf student who terminated his education without graduating left school with a fourth grade achievement level.

Note also that the "average" deaf student who graduated left school with an eighth grade achievement level.

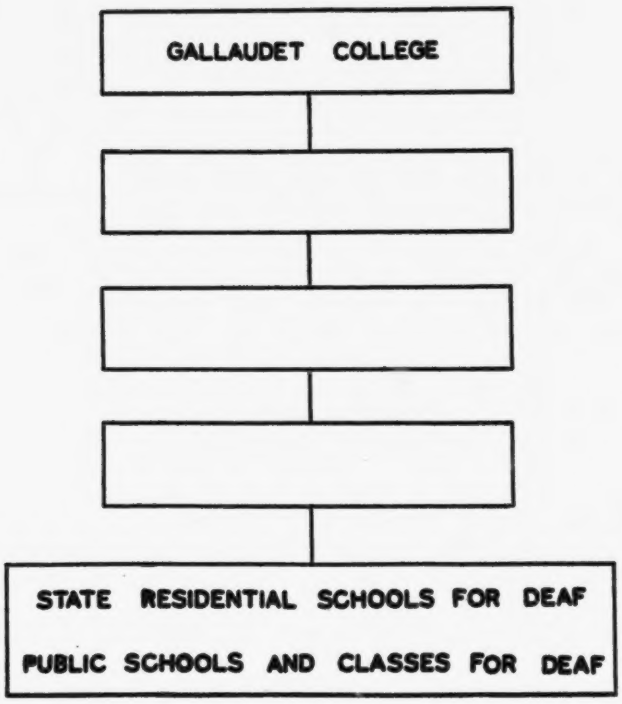
For the hearing child who leaves school either as a "drop-out" or at graduation America has provided a wonderful network of schools in which he may enroll (usually without tuition) and continue his education. These include:

EDUCATIONAL OPPORTUNITIES
for
HEARING *PERSONS*


COLLEGES AND UNIVERSITIES
GALLAUDET COLLEGE
JUNIOR COLLEGES
TRADE-TECH SCHOOLS
ADULT EDUCATION SCHOOLS
PUBLIC SECONDARY SCHOOLS

Now let's see how well America has provided for its deaf students.

EDUCATIONAL OPPORTUNITIES for DEAF PERSONS


GALLAUDET COLLEGE
STATE RESIDENTIAL SCHOOLS FOR DEAF
PUBLIC SCHOOLS AND CLASSES FOR DEAF

A comparison of the charts indicates that:

a. While adult education classes are available in most communities, adult education administrators generally do not recognize the need to provide special teachers for the deaf, or the curricular offering for deaf persons is limited to an occasional lip-reading class.

b. Trade-technical schools tend to either require a high school diploma or give special tests to determine a student's eligibility for admission and, as a result, few deaf students are admitted.

c. At the junior college level the picture is much the same.

d. At the college and university level the picture is unchanged.

e. For the deaf student who graduates from a public school or residential school, Gallaudet College remains the only program in America provided exclusively to meet his needs.

> We are aware of the promising "pilot programs" such as the Riverside Junior College program; the Pocatello, Idaho, Trade-Technical program and others, but these are serving only a handful of students and the needs of the vast majority of persons in the deaf community remain unmet.

At times I have been asked, "How did the Leadership Training Program become involved in Adult Education classes for the deaf?" and I have to admit that, like my own entrance into this field, it was quite by accident.

Both the former Project Director, Dr. Wayne McIntire, and I have served on high school accreditation teams in California and from this experience know the importance of adequate follow-up studies of graduates in helping a school staff to evaluate the effectiveness of its teaching. It therefore seemed essential that if the objectives of the Leadership Training Program were to be realized, participants would need to be brought into closer association with adult deaf persons who represent the end product of our educational system.

With this in mind, arrangements were made for the Class of 1963 to meet with a group of deaf persons at the First Baptist Church in Van Nuys. In a formal meeting with this congregation, the participants asked, in effect, "What could the Leadership Training Program do to help this group?" The response was, "Help us with education." A survey was then taken by members of the class to identify the subjects which would be of greatest interest. Those identified included English, Law, Economics, Current Events, Psychology and Insurance. To determine if the deaf community would support adult education classes, it was proposed to set up a "pilot program" of classes to be held each Friday night for six weeks.

This pilot program developed as a heart-warming example of community cooperation. The First Baptist Church of Van Nuys, through its Minister to the Deaf, Rev. Francis Fraize, provided the classroom facilities and coffee; teachers and interpreters volunteered their services, with participants in the Leadership Training Program carrying a major share of the load. Women from the church provided cookies, donuts and sandwiches, and served the coffee in the social hour which followed the classes each week.

In setting up the classes, various teaching situations were provided. While most teachers used the combined method of teaching, two worked through interpreters.

An initial enrollment of 30-40 students had been anticipated, but 80 attended the first session and the attendance continued to climb, with enrollment reaching a peak of 142. Students came from 35 Southern California communities--with some driving as far as 180 miles per week to attend classes.

Following this six-weeks pilot program, instructors and interpreters met in a conference to evaluate their experiences and to make recommendations for the future. A similar conference was held to get the reactions and recommendations of the deaf participants. Both groups were unanimous in agreeing that the "pilot program" had achieved its purpose and that the urgent need for adult education classes for the deaf had been demonstrated.

At the completion of the program we were left with a feeling we humorously described as "having either a bear by the tail or a bull by the horns". Either simile dramatically portrayed our plight.

During the summer months we wrestled with our dilemma of finding a formula within which adult education classes for the deaf could not only be continued, but could hopefully become a part of the local public education movement.

Dr. Robert Belknap, Chairman of the Department of Administration and Supervision at San Fernando Valley State College and an associate in the Leadership Training Program, will give you an account of how this dilemma was resolved.

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Dr. Jones has already given the speech for our group, so I will confine my remarks to simply talking informally about some of the mechanics involved in the operation of our program of adult education for the deaf. Since we are now only in the beginning stages of this program, and since others will talk later about the actual operation of the classes, I will confine my remarks to the organizational stages of this undertaking.

At the outset, I should state that as we evaluated last year's pilot undertaking, and considered extending the program this year, it seemed to us that there were two primary objectives we should focus upon. In the first place, we looked upon such a program as a significant learning experience for our Leadership Training participants. We believed that it was not only desirable, but essential, that these people have an opportunity to become familiar with the end products of the schools they had been, and would be, working with, so that they might better evaluate the programs of these schools in terms of their strengths and the voids within them.

Secondly, we had developed a keen appreciation of the eagerness of the adult deaf for opportunities for learning, and we believed that through a successful adult education program operated within the framework of existing programs we could encourage public school authorities to move into more widespread offerings for this segment of the community's adult population.

Having thus determined our basic objectives, we next considered the most propitious steps to take in achieving these. Since we knew the deaf community itself was ready and eager, we felt the starting place in our organizational efforts should be with the "top brass" of the school district and college in order that we might clear away as many as possible of the roadblocks that were certain to arise. At the college level, we talked informally with Dr. Oviatt, Vice President for Academic Affairs, and Dr. LaBue, Chairman of the Division of Education. Having been assured of their cooperation and support, we next consulted, again informally, with

Dr. Willenberg, Director of Special Education, and Mr. Smith, Assistant Superintendent for Adult Education in the Los Angeles City School District. The ultimate outcome of these informal conferences was a conviction on our part that the best method for achieving our objectives was to organize, on campus, a program that would operate within the existing adult education provisions of the Los Angeles City School District.

The next step, then, was one of tying together officially all of the informal discussions that had been held. Dr. Jones, as director of the Leadership Training Program, and I, as a representative of the college, scheduled a meeting with Dr. Willenberg, Mr. Smith, and two representatives of our deaf community, Mr. F. A. Caligiuri and Mrs. Lillian Skinner. We met in Mr. Smith's office, and, with Mrs. Dorothy Cox interpreting, arrived at a mutual understanding of the procedures to be followed and the liaison people to be utilized in working through procedural problems that developed as we carried on the program.

Dr. Willenberg named Mrs. Louise Barr to represent his office, and Mr. Smith named Miss Virginia Vail, Principal of Reseda Adult School, in whose territory the college program would be operating. The next step in our organizational procedure was to establish an expanded advisory committee for the program. Here, we determined to include those who had been working actively in the developmental stages and others we believed to have a real interest in, and commitment to, the concept of educational opportunities for the adult deaf. As finally constituted, the committee has representatives from CAD, from the College, from California Vocational Rehabilitation Service, from the Los Angeles City Schools' Special Education and Adult Education divisions and from such community groups as CAPDHHC, church organizations and social clubs of the deaf community.

Three primary functions were designated for this committee: (1) pre-planning of the what, where, when and how of course offerings, (2) checking and reacting to plans that were developed as a result of the pre-planning session, and (3) (post) evaluation of the program and the drafting of recommendations and/or guidelines for its continuation another year.

In assessing our procedures, I believe their most significant aspect was our commitment to bringing in at the planning level those who were to be later involved most intimately at the operational level. Because of this, participants had a strong personal identification with the program and looked upon it as "our" program, whereas, had we simply developed the program and "offered it to them" I believe there would have been much less identification with it, and consequently much less commitment to it. In evaluating outcomes to date, I can probably best sum these up in the one word, enthusiastic. In the opinion of all who have been involved in it, it has far exceeded our fondest hopes.

-Robert H. Belknap

Serving as "Administrators" of this year's adult education classes are two deaf participants in the Leadership Training Program--Henning Irgens and Tom Dillon. We've asked Mr. Dillon to give us his observations and reactions to his work in adult education.

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At San Fernando Valley State College in Northridge, I am having the opportunity to observe and have a part in the administration of the Adult Education Program for the Deaf that is being pioneered for the Los Angeles area.

Dr. Jones and Dr. Belknap have just mentioned the enthusiasm that this program has experienced in Southern California. Total registration figures for the 1964 program are now approximately 190. Adults enrolled represent academic achievement levels from the third grade through to the college graduate. This will give you an idea of the scope, breadth and depth of the program. In the deaf world, as well as in other worlds, Los Angeles is a melting pot with people from everywhere. As educators of the deaf, most of you will find former students, or at least some one you know, living in the area.

The Adult Education Program for the Deaf was set up with and through consultation and planning by the deaf and hard-of-hearing people of this area. It is working to meet their educational desires and needs. For the deaf, this is a first step and an opening wedge from which Adult Education Programs for the Deaf could blossom out over the entire country.

With automation, there most definitely is a great need for further and continuing education for all of our citizens. Programs for normal hearing people are well established. In 1961, 680,000 adults were enrolled in such programs in the State of California and this figure does not include students enrolled in four-year colleges. Beyond the age of 21, what educational resources are there that the deaf can call upon to continue their education? The answer is NONE, except for the elite from our schools who can gain admission to Gallaudet College.

In Los Angeles, it has been demonstrated that the deaf and hard-of-hearing adult from our schools knows what he needs and wants. He is aware of the steps that he must take to improve his education. His first demand is for English and Language. After starting with one class, our 1964 program is now providing for two classes in English in which fifty-four students are enrolled. If the program this year is criticized for anything by the students, the first thing on the list will be our failure to provide a third class in English, as after enrolling fifty-four students in this one subject we are now turning many away.

In telling you that the deaf adult is aware of his needs, I will add that he readily admits that he often failed to avail himself of the opportunity that he had while in school. He will also tell you that he feels our schools need to have much more effective educational programs and that they need to do a much more effective job of preparing deaf students for life. You would find the deaf adult much wiser than when you knew him in school. From my experiences, I honestly recommend that every educator of the deaf carefully re-examine his program and find the things that he has been leaving undone, and others upon which he can do a better job. These people are entitled to an educational "break", and each of us has a responsibility to see that they receive it.

In the Adult Education Program at Northridge, these people are not captive students and their desire to learn is strong and urgent. On their own, they enroll in classes in English, Mathematics, Economics, Speech Improvement, Law and Government. They have other needs and aims and readily seek counseling and guidance to formulate plans and programs in self-improvement. I must tell you that it is a pleasure to be associated with a program where the students have the attitude and purpose that we find among the deaf people of Los Angeles.

When you are asked, "Why hasn't something been done about this problem before?" there is no educator of the deaf who can answer, "Because I did not know." It has been a glaring fact known to all of us for years.

It is time for us to admit that more and greater educational opportunities must be made available to the deaf adults of this country. A continuation of the academic education of the adult deaf and hard-of-hearing is just as important, if not more so, as the development of vocational skills, if our people are to live in the atomic era of automation.

-Tom Dillon

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A major share of the credit for the success of the adult education classes must go to leaders from the deaf community who have met with us on countless occasions to work out plans and to solve problems relating to the program. Mr. F. A. Caligiuri, President of the Los Angeles Chapter of Gallaudet Alumni, has been a stalwart in supporting our efforts in every way possible. He will speak for the deaf community.

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The majority of the deaf have been spoon fed too long. It is high time the deaf were taken off the high chair, placed at the table, handed a fork, and told to feed themselves. It has been the assumption that the deaf, a very small minority excluded, were incapable of self-improvement. Agencies were established without the knowledge and participation of the deaf themselves. Until recently, research rarely went beyond the confines of the school grounds. We will never fully understand the moon until we reach it, so it is that we will never be able to work with the deaf until we are aware of their shortcomings, cognizant of their needs and desires, and are willing to go half way, and if necessary, all the way, in overcoming the communication barrier. One does not become a friend of an aborigine by forcing him to embrace civilization.

The originators of this program in Adult Education for the Deaf were guided by a simple philosophy: work with rather than for the deaf. This philosophy has succeeded beyond expectations. Enrollment in classes has been at capacity since inception of the program and scores more have been turned away for lack of qualified teaching personnel.

One of the phenomena of our way of life is the "lots of chiefs and not too many Indians" syndrome. We all have equal rights to life, liberty and the pursuit of happiness; but, are we equal in skills and talents? And where can we improve our skills and talents if all avenues of learning are closed to us? Are the deaf too handicapped to take advantage of existing facilities, or are we too handicapped in dealing with the deaf?

What is the reaction of the "students" to this program of Adult Education? Some of the comments I have received would bring joy to any teacher:

"I have never been so happy in a classroom. I was able to participate rather than be an onlooker." This from a graduate of a public high school.

"Now I have a clearer understanding of how to buy and sell stocks."

"I never realized my responsibilities under the law."

"My English is so poor, I hope it is not too late."

"Why didn't they think of this before?"

"When are you going to teach me about Social Security? I retire next year."

"Boy, I didn't realize there was so much involved in a simple contract. I must have been taken time and again!"

"Do you think I will be able to take up programming next year?"

Where else could the adult deaf obtain this kind of information? It strikes close to home; it has a direct bearing on the personal day-to-day problems of the adult. It is bound to make of the adult a more informed, if not a more intelligent person.

The adult deaf are emphatic when they state that they need this type of instruction. They are aware of rapid technological changes but by themselves they are unable to cope with them. It has not been necessary to urge the deaf to attend the classes. Their only regret is that at present we do not have a diversified curriculum so that we could satisfy each and every participant.

In conclusion, let me say that a continuing program developed for the purpose of meeting the educational needs of the deaf is always URGENT, NECESSARY, and IMMEDIATE.

-F. A. Caligiuri

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[1] Focus on Public School Adult Education, Third Yearbook of the National Association of Public School Adult Educators, 1201 Sixteenth Street, N.W., Washington 36, D.C. (1963)

CURRENT PROBLEMS AT GALLAUDET COLLEGE

by

Leonard M. Elstad, President

Gallaudet College is glad to have a place on the program, and I think it is fortunate that our participation takes place the first day of the meeting. We have a rather large delegation present. It is our hope that you will take the opportunity to discuss the college and its program with those who are here. Please feel free to seek them out if you have any questions.

I have asked the program committee for the privilege of sharing my place on the program with five others. We will keep within the time limit set for our part of the program.

This is the Centennial Year of the College. April 8 was the actual birthday. Abraham Lincoln signed the charter on that date. An unfortunate series of events made it impossible for us to have a large celebration on that day. We had reason to believe that President Johnson might be present, but as time passed his program became more and more strenuous until two weeks ago we were notified he would not be able to come. However, the students of the college arranged a program in which students and faculty took part. The College has shifted its dates for the celebration to June 6, 7, and 8, when proper recognition will be given. We will get word to you about these details soon, and I hope many of you will be able to attend a part or all of the festivities.

Dr. Albert Atwood, Chairman of our Board of Directors, has completed his history of the College. It is in the hands of the printer now and should be off the press in June. We are fortunate we could get him to do this. We really didn't have to get him to do it--he wanted to do it. I actually think he knows more about Gallaudet College, past and present, than any other person. He has read everything he could get his hands on. A truly remarkable man at 85 years of age! He is a good example of youth extended.

Current problems at Gallaudet College is the printed topic for this part of the program. Current activity at Gallaudet College would be a better topic. We do have problems, as you do in your schools at a different level. At this time of the year our problem is evaluating the examination results of between 450 and 500 students, many of them from schools represented here. This problem is troublesome because we rarely have the full story on each applicant. We ask for the recommendation of the school where the applicant attends. Sometimes we get very helpful information. So much is involved in each decision--educational attitude, health, parental interest, financial situation, love involvements, vocational interests, etc., etc. All or any of these can mean success or failure in the first year at Gallaudet. Less than an honest approach by each applicant to the college program should not be the case. Too much is at stake. As experience shows, all who qualify can succeed as students as far as mental capacity is concerned; as far as possible we should determine in advance what obstacles may prevent the student from doing his or her best. We need your full cooperation with this problem.

The summer program at the College is becoming larger each year. We will have the usual summer graduate program and are expecting approximately 80 this summer.

We will again offer an eight-week course for those who pass the entrance examinations and wish to get additional preparation in those subjects in which they have shown weaknesses. This program proved to be successful last summer.

You are all acquainted with the Mathematics Institute, funds for which have been provided by the National Science Foundation. There has been a good response to this project. Those who wish to return from year to year may do so. As it is planned, this will be a continuing course. We hope to eventually give a similar course in English and another in Science.

Our Counselling Center has just been given a grant from the National Institutes of Health, which will provide stipends for graduates in guidance and counselling to study at Gallaudet College for a period of six months to a year so that they may then go out as psychologists in schools for the deaf.

The College continues to grow. The increase in enrollment is approximately 15 per cent each year, and it seems this will continue for some time. We are endeavoring to provide an improved educational program and an adequate physical plant in order to keep up with this increase in enrollment. However, we will be hard put to it to bed down all who will come this fall. Faculty houses 2, 3, and 4 will again have to be used for student occupation. By the fall of 1965 we will be in even greater need of space unless the two new resident halls are completed. A new Arts Building is about to be constructed. The bids are out for that. An addition to our Hearing and Speech Center should be ready for occupancy in the fall.

Services in the business office will be handled more expeditiously because the staff has been enlarged. As the college grows, the detail work grows.

There have been times when answers to letters have been delayed. For these instances we are sorry. Actually they are few when we consider the amount of correspondence involved. Our contacts are almost triple that of other colleges because we deal with parents, schools, rehabilitation offices, State Departments of Education, and students themselves. Our services here will be improved as facilities are expanded.

The budget hearings this year have been held. To date we have been given what we have asked for, so our program can go forward.

As you know, $100,000 was added to our budget last year as a result of questions raised in congressional hearings by those who disagreed with parts of our budgetary requests. The Senate and House Committees felt it would be well to appoint a committee to study the education of the deaf in the schools of the nation as well as at Gallaudet College. This committee has been chosen, and the organization to do the detail work has been appointed. The Committee has made one visit to Gallaudet College. We are pleased that all this is taking place. There is no substitute for light when questions are asked. We welcome the light that this committee can throw on current problems at all levels in our educational program for deaf children. I am certain that all of us here in this room share this feeling. The complete cooperation of all must be forthcoming, and I feel certain it will be.

I have the same feeling regarding the standing committee of the Conference, selected from among our membership, who will study the higher education of our deaf children. I am looking forward to the results of their deliberations, and to the part of this program dealing with the work of this committee.

There is great need for serious thinking in the field of higher education for the deaf. Each year we have a feeling of frustration when more than 200 students who have taken the entrance examinations cannot be accepted. Many, if not most of these, are fine young deaf students who are entitled to more than they have had but have no program to which to turn. I feel confident that the same degree of support can be supplied for these students as is supplied for the students attending Gallaudet College. We must get it. Gallaudet College will assist in any way possible.

Higher education is looming larger in other countries. I have been invited to give a paper at the opening session of a convention for teachers of the deaf in Berlin, Germany, on May 19. This invitation came because of a visit by a German teacher of the deaf a year ago and his efforts to get ten others to come to the International Congress. They will have a student in our college this fall.

I have also been asked to give a paper on the same subject at a meeting in Blackpool, England, in October next fall, of the National Institute for the Deaf that holds such a meeting every year. We are glad to see this growing interest in other lands. Hardly a week passes that the mail does not bring one or more applications from students from other lands. Many of these are fine prospects. As long as we can receive them without refusing space to our own students we will do so. Currently we have deaf students from South Viet Nam, South Africa, Ghana, India, Pakistan, Formosa, Hong Kong, Japan, Finland and, of course, Canada. We have 22 from Canada.

The College is being visited by an increasing number of parents of prospective students. Many bring the prospective student with them. Of course this is the best way to get all the information they need. We wish all parents could do this. Many of these students are in high schools. An increasing number are transfers from others colleges. Approximately one-third of our students have the above background. This changes the social climate of the campus, but we are a college for ALL deaf students, and these are deaf students, as Dr. Frisina can verify.

The Centennial Commission of the Alumni Association has done very well in its drive for funds. Nearly $200,000 in cash has been collected. After the drive is completed on July 1, 1965, a permanent Alumni Office will be established as a part of the college program. A full-time secretary will be employed.

The College plans to engage a Director of Development so that foundation help can be obtained to provide funds for an enriched program.

The Public Relations Office has an ever expanding program. It is now located in new quarters in College Hall. This office puts out the Gallaudet Record and it will continue to send out releases which will keep our patrons informed of day-to-day events at the college. Visitors come in increasing numbers from all over the world. Last Thursday I had the pleasure to visit with representatives from Brazil, Belgium, England, Sweden, and Hong Kong. One plans to take the graduate course this fall. The others are teachers of the deaf in their countries and are on leave. We are happy to have them stay on campus if guest facilities are available. The longer they stay the better they understand the program.

As far as possible we will be glad to have visiting groups from schools for the deaf. If they come on Friday, Saturday, or Sunday, we can house groups of all sizes, because on those nights the Kendall School children are home for the weekend. Come if you can.

An encouraging awakening of the student body is very apparent today. The recent considerable contribution to the treasury of the National Association of the Deaf indicates a spirit that is certainly commendable. The student body sends representatives to the National Student Association convention each year and takes an active part in their deliberations. There is now real interest in student body elections. This has been slow in coming.

The College has reason to be pleased with its faculty. During some difficult months the last few years, this fine group has held a steady day-to-day spirit of "business as usual."

We are into the second hundred year era. We face it with anticipation and ask your continued interest and assistance so that an increasing number of students can go out into a world that desperately needs well educated men and women.

CURRENT PROBLEMS AT GALLAUDET COLLEGE

by

Elizabeth Benson, Dean of Women

Gallaudet College is unique. Unique in that it is the only college for the deaf; unique in its method of instruction but not unique in its campus activities and campus problems common to all colleges. We, like other colleges, have the problems of (1) cheating, (2) stealing, (3) lack of responsibility for college as well as personal property, (4) social behavior. The first three are not visible to many of you who are visitors on our campus, but the fourth is, and we have heard criticisms from you and from the alumni.

We, as educators and administrators, must realize that we are faced with profound and rapid social changes. It is said that changes are taking place at least ten times faster than we realize. So, are we educating our young people intelligently toward this new society--this changing society?

It is my belief that parents and school administrators either make life too easy for their children or are too protective. They think "these poor deaf children," we must not expose them to the cruel, cruel world. What images do we offer in ourselves? Are we too conditioned by our experiences in another age? Are we afraid to admit that this is a different age than the one in which we grew up?

The function of a dean today is no longer custodial, nor disciplinary. She is no longer a chaperone. She is regarded as the person whose prime responsibility is to see that the girls do not get into trouble. But she cannot do this alone. She needs the assistance of parents, teachers, and you, the administrators.

Too many parents think of Gallaudet College as a school and once the student has been sent off to school, he is no longer their responsibility for the next nine months. They fail to realize that we try to treat the student as an adult, mature in his thinking and in his actions. But many are not ready for this responsibility. We have certain policies that must be followed, and even though the young women are under my jurisdiction, I cannot think for all the parents. I must have their cooperation, their understanding, their interest.

It would probably surprise many of you when I say that my contact with the parents, by mail, is limited. Even when a letter goes home explaining some rather severe infraction of a rule, I rarely receive a reply. This disturbs me very much.

Another thing that disturbs me is the complete freedom of permissions. I require two letters whenever a young lady is to be absent overnight from the residence hall. She must have a letter from home giving the permission, and she must have a letter from the hostess extending the invitation. These are fine for weekend visits to friends or relatives, but when it comes to attending basketball tournaments or a trip to Florida, I cringe, particularly if it is for one of our first-year students.

Some of you have criticized the conduct of the students, believing that their "openness" or "boldness" has lowered the moral standards of our campus life. I do not believe this is true. Some of you have been quick to put all the blame on us, and you ask, "Why do these students act as they do?" I say, in reply, "Is it because of lack of education and training in their homes and schools?" I am inclined to believe it is, so that when they come to our campus they are "like a bird out of a cage." They have to try their wings. Not a pleasant thought, but true.

When I attend meetings of both the regional and national Association of Women Deans, I come away with the feeling, Yes, we have problems on Kendall Green, but they are little compared with other campuses. Does this excuse us? No, but we cannot overcome this alone. We need your help, too.

In closing, I would like to quote from the April 6 issue of Newsweek: "the college can only present the contemporary facts of life to their undergraduates as candidly as possible and then keep their fingers crossed, hoping that somehow the lesson seeps in."

CURRENT PROBLEMS AT GALLAUDET COLLEGE

THE KENDALL SCHOOL PROGRAM

By Frances I. Phillips
Principal, Kendall School
Chairman, Department of Education

In the past few months an experimental program has been in operation in the Kendall School. We believe it has effected an improved emotional and psychological climate for our children, an environment more conducive to learning.

Four years ago the Parent-Teacher-Counsellor Association started to hold a series of meetings on communication among deaf persons. They included demonstrations, lectures given by advocates of various points of view, and discussions. These were carried on for two years until clear concepts began to emerge. Last year the President-elect of the organization visited the New Mexico School for the Deaf. He observed their program in operation for several days, returning with more ideas and many questions which he posed for discussion among staff members and parents. At the same time this was going on, discussions were being conducted in the school itself. Suggestions were encouraged. Each new person on the staff was interviewed to discover his convictions in communication with the deaf before he was employed. Finally, an agreement was reached to make a change after parents, counsellors, and teachers alike asked, "What are we waiting for? Let's start!"

The idea is merely to make communication precise and to have it presented as far as possible in correct, grammatical English. It is strongly emphasized that oral communication in the best form that the child is capable of using must be expected. Basically, words are fingerspelled as they are needed at the time they are spoken, but the limited use of the language of signs, under controlled conditions, is also permitted. Words which change their form, such as verbs, adjectives, adverbs, and pronouns, are spelled. Signs which are not ambiguous are permitted for certain nouns, prepositions, and other words, but only after the child knows how to write, to speak, to speech read and to"write them on his fingers" as well as can reasonably be expected at his age. Signs which have more than one meaning are not used. The emphasis is on improved and exact communication in child-like language, putting into operation the principle that only when an idea becomes the property of two or more persons has learning actually occurred. The idea must be exactly expressed and clearly understood by both parties. The new procedure is being used throughout the school, but only as it is needed, for many other factors are part of it. The increased use of visual aids, the expanded use of community resources, an understanding of the meaning of sound received through group and individual hearing aids, dramatization, the attitude of expecting communication to occur at its best at all times are all factors affecting interaction among children, teachers, counsellors and parents.

The "results" of the experiment are not yet available, for it is still too new. No control groups or other pure or basic research procedures were initiated, for we looked on this as a classroom action pattern to produce optimum results. Sophisticated visitors have commented frequently on the freedom of participation both in and out of the classroom. Speech appears to be more spontaneous and in some instances easier to teach. With children whose attitude toward speech was formerly poor, we think we are making progress in obtaining better attempts to talk. The pace of vocabulary development is accelerated. Broadened interests are reflected in frequent and spirited questions on many subjects. Children are really enjoying study hall periods in the evening where group, as well as individual work, is encouraged under the direction of one of our finest teachers. It's noisy, but it's busy and dynamic. Real learning is taking place. The children requested an extension of time allotted to study hall this year so that more could be accomplished. Learning experiences are not confined within the four walls of the classroom. Consistent communication patterns on the playground, in the dormitory, in planned out-of-school activities designed to be educationally oriented, comprise the total school program. Non-graded grouping provides flexibility, challenging the best efforts of each individual.

We do have problems. We find that we are unable to reduce ambiguous signs to a minimum, but we are trying, and much headway has been made. We do not believe that this is in any way a panacea for all deaf children -- it is only a technique which may help some deaf children to learn more rapidly, more precisely and more completely. It is a way of encouraging intellectual curiosity to the limit of the child's ability, and we hope it will help to attack the basic problem of language errors and reading disability. It is a way of establishing a satisfying relationship between the parent and his child, for parents were initially involved in the planning, and continue to be vitally interested in the child's development. We present it to you only as a progress report of an action research experiment in one school.

A comment on current features of our teacher preparation has been requested. The Graduate Department of Education in Gallaudet accepted thirteen deaf students this year, two of whom are from other countries. One foreign deaf student is a graduate of Chungang University in Seoul, Korea. Two of our deaf American students received their undergraduate education in regular colleges, one in Hope College and the other in the University of Tulsa. The latter was considered a superior student throughout her college career, and consistently made the Dean's Honor Roll. Those from Gallaudet were among the best students in their class and we are pleased with their performance on the graduate level. The liberal arts background which is required is in keeping with the current movement for advanced levels of teaching. We believe that, by giving Master's level preparation in education to them, superior deaf teachers will become available, permitting them to make significant contributions to schools in which they are employed.

Current Research on Deafness

Jerome D. Schein, Ph.D.
Gallaudet College

The College recognizes a responsibility common to all institutions of higher learning not only to keep pace with the expanding body of scientific knowledge, but also to contribute to it. Particularly, the College is committed (a) to a continuing program of research on deafness, (b) to the encouragement of and cooperation with others studying this problem, and (c) to assisting in the dissemination of information gathered on and relating to deafness.

In the brief time allotted to the discussion of research at Gallaudet College it is only possible to outline some of the areas in which studies are now being done or have recently been completed. Hopefully, this overview will illustrate the scope of present activities, while providing some indication of future pursuits, without, however, being able to mention each of the research projects in progress nor departments conducting research.

How prevalent is deafness in the population? Are the numbers of new cases declining or increasing? And what are some of the principal characteristics of persons suffering from this disorder? Several projects are directed toward answers for these and similar questions. The Deaf Community Study of Washington, D.C., now in its final stages, has attempted to identify and count all persons residing in the metropolitan area, in order to obtain an estimate of the prevalence of deafness in the adult, noninstitutionalized population and to describe their demographic characteristics. On a much broader scale, the College is working with the National Health Survey in their study of hearing impairment in the United States. This project has also reached the last stages of data analysis. Later in the week you will hear in detail about deaf persons successfully employed in professional, managerial and high-level technical positions.

Demographic surveys frequently lead to investigations of the sociology and psychology of deafness. Thus, Mr. Crammatte's study of occupationally successful deaf persons attempts to elicit their patterns of adjustment. In turn, the Deaf Community Study probes into the relations between hearing loss and an array of social and psychological factors.

To many, psychology and psychometrics are nearly synonymous. For many years students in the College have taken a broad battery of psychological tests. The periodic review of the reliability and validity of these instruments, as well as of the information they provide about the deaf college student, constitutes a major, ongoing activity.

Concern with the methods of educating the deaf can be illustrated by two recent studies, one dealing with the young child and the other with college students. In the former, children from three to seven years of age received programmed instruction in language on a typewriter. The study found that even the very young child has sufficient neuromuscular ability to master an electric typewriter and that, having mastered it, the child can make greater gains in reading than a matched control group. The study of college students investigated the use of programmed textbooks for teaching algebra. The results are now available in the newly conceived Gallaudet Math Newsletter now being published by the Mathematics Department.

Language development naturally occupies the attention of all the faculty of the College. The Office of Linguistics Research, for example, has developed mathematical models for English grammar which may in turn lead to new advances in English instruction. Equally apropos is the interest of the office in the language of signs. Investigations of its structure and of new means of teaching manual communication have been completed. Further studies are being contemplated or are already in progress.

The trend of audiological research has been indicated by Dr. Frisina, and Miss Phillips will describe a new educational project at the Kendall School. Let us turn, then, to another aspect of the College's research commitment: the encouragement of and cooperation with other scientists and organizations. This takes two forms. The facilities of the College have been made available recently to researchers from Harvard, the University of Rochester, Catholic University, Boston Children's Hospital, American Speech and Hearing Association, to name a few. Following review by its research committee, the College has provided suitable subjects and space for various experiments and also assistance with data processing.

Another form of cooperation has been the provision of consultation on studies of deafness. Members of the faculty have been selected as advisers to the National Health Survey, the National Institute of Neurological Diseases and Blindness, the American Foundation for the Blind in their study of hearing loss in blinded veterans, the National Institute for Dental Research in their program of research into the genetics of deafness, and to a number of individual investigators as well.

Finally, the College assists in making information on deafness more readily available. In cooperation with the American Speech and Hearing Association, as you know, Gallaudet College publishes dsh Abstracts. This journal, devoted to summarizing the world literature on deafness, speech and hearing, has now entered its fourth year. In its first three years alone, nearly 5,000 abstracts of literature relevant to the speech and hearing fields were printed. Of these, over 500 dealt specifically with the education of the deaf, with many more bearing on the related problems of hearing loss.

In addition to dsh Abstracts, the College lends its support to the American Annals of the Deaf, and distributes information about research projects at the College in its bulletins and in the aforementioned Gallaudet Math Newsletter.

In closing, I would like to quote a statement on research which succinctly states the position of the College:

"We expect that the commitment [to research] will grow in the future, conceiving that we have an obligation to our students and to all deaf people to learn a great deal more about them than is known with any assurance---and that we also have an obligation, and a unique opportunity, to make the contributions to knowledge that are expected of an institution of higher learning. The contributions will be of significance (we anticipate) not only to those who serve, study and educate the deaf, but also to scholars in the larger disciplines, such as anthropology, history, linguistics, physics, and psychology, into which human knowledge is organized."

CURRENT AND APPROACHING DEMANDS ON EDUCATION

(George Detmold, Dean, Gallaudet College, Washington, D.C.)

As our President has told you, Gallaudet College this month is celebrating its Centennial. We haven't yet invested much time or money in the celebration, because we've been too busy with the daily operation of the college, and with what we like to think of as planning for the future. The theme of our Centennial is "Gallaudet College: the Next One Hundred Years." By this we mean to convey no lack of respect for the past, but certainly a preoccupation with the demands of the immediate future. If we could see our way clearly through even the next ten years we would feel more confident about the succeeding ninety.

Gallaudet is not alone in this preoccupation with the future. The whole system of higher education in this country is similarly preoccupied; and to perhaps a lesser degree, so are the systems of elementary and secondary education that feed their students into the colleges and universities. The reason for this preoccupation lies in the very rapidly changing nature of our society.

It is no news to any of us that life is change. Ever since Heraclitus announced, in 500 B.C., that all things are in constant, ceaseless flux, that only change is real, that everything is continual passing away, men have remarked upon the temporary nature of their lives and institutions. But the rate of this change has accelerated enormously since his day, with most of the acceleration coming within our own lifetimes due to our advances in science and technology. We learn, for instance, that 90% of all the scientists in human history are living today; that scientific knowledge, as measured by its literature, doubles every 7.8 years. The implications for education of this explosion of knowledge is staggering: for it is the function of education to prepare the children of our society for the world that they will enter as adults. And the world is changing so rapidly that it is almost impossible to describe the world as it will exist ten years from today.

A few things about that world, however, are clear. It will require a level of education in the general public far superior to anything that we thought was desirable or even possible in the immediate past. Only about 8% of all Americans now living are college graduates; yet so strong has become the pressure for higher education that 43% of the present age group of American young people are now entering college; and we can expect that at least 60% and possibly 75% of them will graduate. What we call persistence of students to graduation is increasing markedly at all levels of education; and higher percentages of a rapidly increasing population are seeking as much education as they can get. When the Secretary of Labor can demonstrate that our machines alone now have the equivalent of a high school education, we can understand why a higher education is so important to American youth.

We have a fairly small computer at Gallaudet that can be taught to think. It can be given the rules of a rather complicated logical game; and the first few times it plays the game a human being can beat it. But it learns from its mistakes, never makes the same mistake twice, and very rapidly reaches a point where it can beat any human being every time. After that point the only way to establish human superiority is to erase its memory. Now if we can do this sort of thing with our machines, it's of the very greatest importance that we give a superior education to that much more powerful, complicated, and flexible bio-chemical computer known as the human being.

Many of the changes demanded by our society for the education of its children are in evidence around us. In the last fifteen years we have seen a revolution in the teaching of elementary, secondary, and college mathematics. Entirely new approaches have been developed for high school biology, chemistry, and physics, making it possible for colleges to revise and upgrade their own offerings in these subjects. The teaching of foreign languages has been radically improved; the day is not far off when most colleges will require four years of a foreign language for admission to the freshman class. And though you might think that teaching foreign languages to students in schools for the deaf is an inconceivable luxury, I should tell you that Gallaudet students are increasingly becoming citizens of the world, and that our undergraduates feel perfectly confident travelling through Europe during a summer vacation with the knowledge of foreign languages that they acquire at our college. Lastly, there has been a slow but regular improvement in the teaching of English, as the discoveries of the structural linguists have been applied in the classrooms. It is clear that the expectations of American society for its children have been rising year by year, and that the demands of this society upon its educational system have likewise been rising and will continue to rise during the foreseeable future. Any part of this system will have to improve continually the quality of the education that it provides if it is even to maintain its present position relative to the other parts of the system.

The implication of these changes and these demands are as clear for Gallaudet College as they are for other colleges and universities, and as they are for elementary and secondary education — including, I believe, the education of the deaf. If we are going to graduate our students into a world that demands increasingly higher standards of education, we will do what we can to prepare our students for the world that they will face and the lives that they will lead. This means a constant study of our curriculum, to see that it is up to date on the one hand, and on the other to see that it does not become fragmented into small unrelated morsels of knowledge. The wealth of new knowledge pouring out from our universities and back in upon our students must be assimilated within the old traditions that we try to preserve and pass on to new generations. Further, we must endeavor to find more efficient means of teaching, making better use of available faculty time if we are to absorb the great numbers of new students that are certainly going to flood in upon us. As one illustration of this, let me mention the possibilities of closed circuit television and video taped lectures where large numbers of students are to be taught the same course at the same time. There is an obvious limit to the number of deaf students who can be accommodated in one class at one time to see a lecture delivered in speech, finger spelling, and signs; and it is a poor use of faculty time to repeat a lecture or to hire additional faculty in order to deliver substantially the same lecture to smaller sections of the same course. Those of us who are concerned about the improvement of secondary education for the deaf should be aware of the concept of the "plug-in school," whereby entire courses can be prepared on video tape by master teachers and delivered to a great number of schools, whose available teachers can be reserved for small discussion sections based on the televised lecture.

I am not trying to suggest that there is any substitute for competent teachers or for the give and take of small classes; but there are times when the formal lecture is the most appropriate and the most stimulating form of teaching. For these occasions we should try to take advantage of the machinery in which our age abounds, in order to make the best use of the energies of all our faculty.

Let me return from education in general to Gallaudet College. In the system of the education of the deaf, Gallaudet occupies a very small — but we like to think, important — place. Of the 30,799 deaf students listed in the Annals as receiving an education this year, Gallaudet enrolled 633, or 2%. We try to give this small group of students the best education we can manage; and by education, we mean an education in the liberal arts and sciences; not because it is the only sort of education that is worth having but because it is the sort that we were chartered to provide; and we think that if we can do this well we will be doing everything that anyone can reasonably expect of us. As to the value of this sort of education, let me quote from a recent study of Gallaudet made by our accrediting association:

> "A liberal arts program has an integrity which should not be compromised for immediate and specific ends. The successful pursuit of a liberal arts degree requires the use and development of higher mental processes such as reflective thinking, value discrimination, the ability to relate behavior to values, the capacity for generalization. Occupational goals are not inimical to a liberal arts education, but the occupational ends are attained by way of fundamental knowledge and basic techniques, leading to continued learning and adaptability rather than directed to the special skills of a given occupation derived through analysis and observation."

Having said this, let me hasten to say that a liberal arts education is not for all students, for reasons of either ability or interest. But it is clear to us all, I think that other kinds of higher education should be provided for the deaf, and that undergirding all this higher education there must be, and soon, a secondary education at least equal, in the curriculum offered and in the qualifications of the teachers, to the high school education given to our other children. I say "at least equal," but I really mean that it should be better, since deaf students depend more on their education than do other students. No one pretends that the education of the deaf is a simple or an easy task; but we have chosen it as our profession; and it is up to us to produce it. Certainly I don't have to assure you of the willing and eager cooperation of my college in this very exciting work.

HIGHER EDUCATION

By Marshall S. Hester

Conference of Executives
of
American Schools for the Deaf
Riverside, California
April 12-17, 1964

By way of preface it should be explained that last year the United States Congress provided $100,000.00 for a study of the education of the deaf and Gallaudet College. The study was initiated by Congress as a result of complaints made to Congressional Committees concerning alleged unrealistic policies in force at Gallaudet College. The Secretary of the Department of Health, Education and Welfare, is responsible for having the study made and has appointed a committee to conduct the survey. The Committee held its first meeting April 3, in Washington. It is hoped that the report of the findings and recommendations of the Study Committee will be published during the present calendar year. Until a report is available, it would be presumptuous to attempt to discuss all aspects of the higher education of the deaf which very largely is centered at Gallaudet College.

Every year a number of deaf people graduate from colleges throughout the land. In addition, it is not at all uncommon for deaf people to earn graduate degrees in competition with hearing people in colleges for the hearing. Not withstanding these facts, the limitations imposed by deafness preclude the possibility of wide-spread collegiate success of deaf people in colleges for the hearing. Accordingly, the majority of deaf people pursuing collegiate careers go to Gallaudet College, the only college for the deaf. Deaf college graduates are prepared for and enter a variety of professions. Post secondary school education is pursued by a goodly number of graduates and non-graduates of schools for the deaf.

It is reported in the Volta Review, that in 1962-63, 24 deaf students were in colleges for the hearing (1). It is probable that a good many more were in such colleges but were not reported. During the same year, Gallaudet College had about 600 students, some of whom were hard of hearing.

The Annals reported 29,398 pupils in schools and classes for the deaf in 1962-63(4). It is estimated that annually 1200 to 1500 deaf students graduate from or leave school at an age generally thought to be suitable for college entrance. It was reported at the International Congress on the education of the deaf, that in 1962 fifty-five residential and 9 day schools had 1104 school leavers age 16 and up (2). Of these 501 or 45.3% graduated. These graduates had a mean achievement test grade equivalent score of 7.9. Only 76 had scores of 10.0 and up.

In 1959, Lunde and Bigman (3) reported that 6.6 per cent of the deaf were "professional, technical and similar workers" and that 10.6 per cent of the hearing population held comparable employment. They further reported that 89.5 per cent of the deaf and 84.3 per cent of the United States population had not attended college. Gallaudet College has a preparatory year prior to admission to the freshman class. Some deaf people who attended Gallaudet during the preparatory year consider that they have attended college one year and may have so reported in the Lunde and Bigman study. Clarification of this item might further increase the percentage of the deaf who have not attended college.

The above figures tend to indicate that a much smaller percentage of the deaf partake of the benefits of higher education than do the hearing. The reasons for this situation may be numerous. Undoubtedly the principal reason is the fact that the learning of language by the deaf is an extremely difficult, tedious and slow process.

In order that the benefits of higher education be made available to a larger portion of the deaf, it is necessary that those who teach them develop more effective means of imparting language to them during their preschool, elementary and secondary school years. How this is to be done has been the subject of much talk and writing over a long period. Doubtless, improvement of the language of the deaf will come in time but only after much painstaking and careful research. Studies underway at the present time at the University of Illinois and the Lexington School for the Deaf, and in other places, may contribute to the hoped for improvement in language.

With a good command of language or a high degree of verbalism, the deaf person with otherwise adequate abilities, aptitudes and interests can usually take part in and profit from collegiate programs to the same degree expected of hearing college students. The fact that Gallaudet College (5) had only 55 seniors in 1962-63 is evidence that not many of the graduates of our secondary schools for the deaf have the language ability and other qualifications with which to acquire the benefits of higher education.

Without the background provided by higher education, otherwise well-qualified deaf persons may not enter many of the professions or semi-professions in which deafness alone is not a handicap. Many deaf boys and girls have the potential for benefiting from higher education. We teachers of the deaf must exert ourselves even more strenuously in our efforts to develop in our charges greater facility in language in order that more of them have the opportunity to profit from higher education.

While we seek better methods of imparting language to the deaf and work harder in our efforts to prepare young deaf people to participate in higher educational activities, we might consider why it is we want to send these young people to college.

If they go to Gallaudet, they have emphasized for them the academic or liberal arts program. It is said by some that a college liberal arts program does not prepare one for a career but gives one "a broader and deeper understanding of the world around him". When a deaf man or woman graduates from college with a major in literature, sociology, history, political science, art or drama, what does he or she do next. Does a major in one of these subjects "rehabilitate" a deaf man or woman vocationally?

Some people think we should be concerned with helping our deaf men and women to become economically independent and to achieve higher professional status commensurate with their particular abilities. No doubt most of their parents have this sort of thing in mind when they make financial sacrifices to send them to college. In these days when automation continually encroaches upon the areas in which deaf people can be successful and when all people are getting more and better vocational training, it seems that we should begin to think more of how we are going to train our better grade deaf people to become professional and technical workers. For some of our people, a bachelors degree in liberal arts may not be just what is needed when we think of their need for a means of making a living and becoming economically independent.

In thinking about higher education of the deaf, perhaps we should be thinking of all educational activities to which the individual may be exposed following his completion of what might be called secondary education in the school for the deaf. Among others this thinking would include the junior college, the business college, the vocational school, perhaps a technical college and on-the-job training. It seems to me to be probable that a good many deaf graduates of our schools for the deaf may not possess aptitudes, interests and abilities which would make for success in a liberal arts program. Such people may need training in areas which are not of collegiate level. Others may be quite able to take training in the technical area which in some instances is thought to be of collegiate grade. In any event, it seems that since Gallaudet College presents only a liberal arts program, there is need for some other kind of program for those young people who do not want to go to, or cannot enter either Gallaudet or a college for the hearing.

It is said in some quarters that the deaf tend to be under-employed. It appears that in many instances this might be true. By under-employment it is meant that a deaf person is in an occupation which requires much less ability than the deaf person has. To put this another way, the under-employed deaf person is working at a task which does not in anyway tax or use his innate capacities and abilities. One of the implications from such statements is that schools for the deaf fail to develop sufficient language and vocational skills in their graduates to enable them to take places in industry commensurate with their abilities. Another implication is to the effect that for most graduates of our schools there is no suitable place in which they can acquire vocational training other than to go to a liberal arts college which may not fulfill their needs.

As a class, deaf people tend to be hand workers. Automation relentlessly encroaches on the area in which hand workers have long made a living. In addition, the Vocational Act of 1963 will make it possible for large numbers of non-handicapped people to acquire considerable vocational skill before going into the labor market. If we project the effects of these two developments over the next 10 year period, it appears to me that we who teach the deaf have two alternatives to which we must give serious consideration. Either through higher education or through post secondary school education, we must provide our deaf people with greater communication and vocational skills, or, we must approach the departments of welfare in our several states with the proposition that they establish a division where the poorly prepared products of our schools may go for a dole. This latter idea is unthinkable. It is repugnant to those who strive for better things for deaf people. It is incompatible with the philosophy of all those who teach the deaf. Accordingly we have no alternative but to strive for better preparation of young deaf people to go out into the world to make a living. This means that somehow we must provide improved opportunities for the development of better technical and professional vocational skills than we have been able to offer in the past. It also appears that for many of the smaller schools for the deaf, increased or improved vocational activities are a practical impossibility.

On the basis of my extensive observation of and acquaintance with many deaf adolescent students and young adults, it ~~is~~ my candid opinion that far too many of them possess the innate capacities for higher education or post secondary education but for one reason or another fail to get it.

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It is extremely unfortunate that Mr. Clifford Mohan is not standing here to tell you about Riverside City College and the special program for deaf students on that campus. Mr. Mohan has had considerably more experience in this profession than I have had, and I am sure that his talk would have reflected this experience. Mr. Mohan was the educator chosen to come to Riverside to coordinate the College's special program, and the program is -- by all rights -- his "baby." However, because of the complications following minor surgery two weeks ago, Mr. Mohan is unable to present his paper to you. He sends with me his heartfelt regrets, for he wanted to participate very much. This paper, then, is from my thinking, and will be my effort to give you a frank appraisal of our program.

In terms of the success of the program here, and the possible success of such a program in other communities, it is valuable to understand how the program first came into being. The idea for the establishment of a special Junior College program for deaf students in the Riverside community was already fermenting in 1955. Educators involved with those early discussions included Dr. Herbert Stolz, at that time Deputy Superintendent and Chief of the Division of Special Schools and Services of the California State Department of Education, Dr. Richard G. Brill, Dr. Francis W. Doyle, who was then Chief of the Bureau of Special Education in the State Department of Education, and Mr. O. W. Noble, then President of Riverside City College.. A report emanating from those discussions presented statistics indicating that there might be enough qualified deaf students for a special program at R.C.C., and described the manner in which a special instructor of the deaf could function in the junior college milieu.

Then, in the fall of 1960, the parents of some of the deaf students at the Riverside School inquired into the possibility of establishing such a program. In December of that year a meeting was held with parents, selected members of the staff at C.S.D.R., and Mr. Ralph Bradshaw, then Vice-President of Riverside City College, now its President. During the early part of 1961 tests were given to students at C.S.D.R.; Vocational Rehabilitation Services were invited for meetings; staff from the College visited classes at C.S.D.R.; and staff from the State School visited the College. The two High School programs for deaf and hard of hearing students in Southern California at that time were contacted, as well as the California School for the Deaf in Berkeley, and tests were again administered to those students who were interested in coming into this Junior College program. On August 1, 1961, Mr. Clifford Mohan of the Michigan School for the Deaf started as the first instructor for this Riverside City College Program for the Deaf.

During that first year twelve students were enrolled in the program, and it was, in general, a time of experimentation to see how well these students would integrate into the junior college environment. The courses taken by the deaf students were implemented through the use of hearing-student tutors, instructor's notes, and interpreting within the classroom by Mr. Mohan. Before the end of the first semester it became apparent that the more verbally oriented classes -- for example, English and History -- presented real difficulties in comprehension to the deaf students. Further, even though our students were enrolled in a Remedial English class, it was found that the emphases in the teaching of the English in that class did not meet the special needs of our students. Thus, the deaf students have been moved into separate classes for instruction in the areas of English and History; Mr. Mohan and I are the instructors for those classes.

At the beginning of 1962 an additional instructor was needed, and I joined the program to act as instructor for Freshman English for the Deaf, as well as interpreter and coordinator. Two new semester courses in English for the Deaf were added for the second-year students, taught by Mr. Mohan. Our basic English text has been Roberts' Patterns of English, and through the use of its unique linguistic presentation, our students seem to show significant maturation in the management of the English language. In a talk before the state-wide Association of Teachers of Deaf and Hard of Hearing Children last fall, Dr. Frisina suggested that the linguistic approach to our language for deaf students might prove to be a valuable approach; at the College we believe it to be most helpful.

Also during 1962 the College provided a house to be used as a Center for the Deaf. The instructor's offices, as well as classrooms for the special subjects taught, became situated in the Center. Since the establishment of the Center for the Deaf, efforts to coordinate the program have become focalized, and the students feel much more "at home". In addition, the Center makes it possible for the instructors to carry on individual counseling with each student, in both academic and extra-curricular areas. Each student gets from one to three hours tête-à-tête with their counselor each week; we believe this is a unique advantage for the students.

Summer courses in English, Math, and Physical Science were added in the summer of 1963. We could see that many of the students would not be able to accrue the necessary 64 units for an Associate of Arts degree in two years only, and the addition of the Summer courses makes this possible. Also, this Spring a special program in IBM Key Punch was started, Riverside City College having been chosen as one of six pilot programs in the U.S. for special instruction in this area.

From its inception this program has involved many different peoples and facilities. The very nature of the program suggests that it will continue to involve members of the College, the community, State and local schools and agencies. It is within this involvement that we can find the roots of this program's success.

At Riverside City College there has been a very easy, effortless integration of the deaf students into the classes in terms of their acceptance by hearing students. In addition, good rapport has been observed in the "pit" -- that is our sunken outdoor dining-and-bull session spot on campus -- as well as at dances and at the various College sports events. Speaking of sports events, integration has been particularly evident in the Physical Education classes, in which we have had two men letter in track and two men letter in wrestling. In no areas have the students felt rejected by their hearing peers, and it should be especially noted that the cooperation of the administration and the faculty of Riverside City College has been of inestimable help to the program.

Integration into the community has been almost without friction -- the one exception being when one of our students broke into a bachelor-girl's apartment one night -- and members of the community have welcomed the deaf students in many ways, particularly in providing homes in which the student may live as a boarder. I should point out that this particular community has been served by students from C.S.D.R. for several years, since C.S.D.R. students and faculty take charge of the selling of food and drink at the Riverside City College football games each Fall. This rapport has been particularly helpful in creating an awareness of the deaf student population in this city.

The involvement of the Department of Vocational Rehabilitation has been most valuable. Financial help has been given in the forms of maintenance and transportation allowances to needful students, payment of the Student Body fees for all but two students, and the payment of tutor fees. In those classes for which an interpreter is not deemed necessary, hearing students are often selected to act as tutor and note-taker for the deaf student; it is for these tutors that Vocational Rehabilitation has given financial assistance. Total disbursements from the Department of Vocational Rehabilitation to Riverside City College for these three years, up to February 1, 1964, has been $1124. In addition, tutor fees have averaged between $65 and $75 per month.

As for the cost of the program to the College, it is remarkably low. The state program for the deaf on a delayed basis will eventually reimburse the College for most of the excess cost of the special program, amounting to $8,700 in 1961-1962, $17,499 in 1962-1963 and $18,884 in 1963-1964. In addition, the College gets the regular amounts on the basis of average daily attendance.

Up to now I have attempted to give you a brief picture of the establishment and growth of our junior college program, a picture of its success. As you can well imagine, there have been many pitfalls during these three years, many times of experimentation, of trial and error. One of our major concerns has been with the problem of drop-out. Perhaps if we follow the history of one young man who entered our program only to drop out six months later you can get a more clear idea of the problem here. Let's take a look at Bill, a young man twenty-one years old who entered the Freshman class at R.C.C. last Fall. Bill's scores on the tests we administer for the comparison of all students wishing to enter the program for the deaf seemed quite good. Bill got a raw score of 30 on the Q-scale of the A.C.E.; this is about average for all those taking the test. On the Language-scale Bill scored 25; again, about average.

Indeed, all of Bill's scores indicated that he was slightly above average in comparison with all students taking the tests, and his behavior during the testing seemed alert and conscientious. The report of the Psychologist at the California School for the Deaf here in Riverside showed an IQ of 102 on the WAIS Performance Scale, with scores on the Verbal Scale showing "above average comprehension of language for a deaf person of his age and intelligence, and relatively good ability in abstractions and conceptualizing." Out of 49 students taking the R.C.C. examinations in the Spring of 1963, Bill ranked 17th. During a conference in May of last year held at C.S.D.R. Dr. Brill, Mr. Hoxie, and the Supervising Teachers of the Academic and Vocational Departments, together with Mr. Mohan and myself, ranked Bill 3rd on a list of 14 students eligible for entry into R.C.C., based on their test scores, school grades, and vocational abilities.

Of course we accepted Bill into the program. On March 9th of this year we asked Bill to consider leaving the College, and he readily accepted this suggestion. Out of the 12 students accepted into our special program for the deaf for this year, Bill was the 4th student to become a drop-out. Bill is an example of the problem that has created a 33 per cent drop-out this year, a 62 per cent drop-out last year, and a 50 per cent drop-out during our first year.

In brief, Bill's story goes something like this: for over ten years Bill had been living with his real father and a step-mother. The step-mother was the dominant member of the family -- it is interesting to note that in his drawing of a woman, Bill represented the woman as being extremely masculine. The step-mother was strongly religious, and imposed her moral code upon all aspects of Bill's life. Bill's major interest was in cars, and working with engines; his step-mother, however, wanted him to become a printer. Thus, he entered R.C.C. with a major in Graphic Arts. Shortly after entering the College, Bill's father and step-mother told him that they could no longer support him, and Bill moved to the home of his real mother -- a woman whom he had not seen for more than ten years. His real mother established him in a rooming-house in Riverside, gave him an allowance, and permitted him to come to her home on week-ends. In addition to these rather classic reasons for disturbance, Bill was suffering from severe feelings of peer rejection. Thus, instead of concentrating on the rigorous home-work required by the College courses, Bill found escape in watching T.V.; and most week-end hours, during which his mother was seldom home, he spent in working on the engine of a friend's car.

Bill's story is not atypical. Time and again our records show that the reason for a drop-out is "failing grades; emotional problems," or "failing because of grades and attitude." Out of 41 students who have entered the program, 7 were asked to leave because of inadequate academic ability or immature in-group behavior; and 16 have left the program because of family pressures -- for example, a student's wife becoming pregnant, necessitating his leaving college to find work -- as well as health, realization of academic inability, or conflict of full-time employment.

Another problem we've had to face is the student who enters the program with too much hearing. We have found that our special program is best suited to those students who have a profound hearing loss. Two students accepted into the program whose hearing loss was minimal did not integrate well, either into the program for the deaf or into a hearing setting. At present we know of no solution to this problem except to accept only those students who show a profound hearing loss.

Another problem was found in the selection of major vocational area to be taken at the college level. As in Bill's case, where he chose to enter a

Graphic Arts major on the insistence of his step-mother, we have found that those students who elect to study in a major vocational area different from the area pursued at the high school level do not seem to do as well as those who study in a vocational area similar to that pursued in high school. Because of this, individual counseling at the time of entrance will be in support of the continuance of the high school major.

A final problem has occurred when students have chosen to live in apartments. R.C.C. has no dormitory accomodations, so the students live in private rooms within the local community. It was found that those students who chose to live in apartments, rather than in rooming houses, did unsatisfactory academic work. We feel that, perhaps, such students are not ready for this somewhat unsupervised freedom, having come from a prior environment that was rather rigidly supervised. We therefore recommend to all incoming students that they live as boarders in private homes. The Housing Office of the College has been most helpful by providing lists of homes that might be willing to accept our students.

I take pleasure, now, in telling you about those 18 students who stayed with the program. Three of the students who entered with the first class of this program in 1961 have completed their requirements for an Associate of Arts degree: Arthur Harper and Russell Thexton, graduates of C.S.D.R., as Graphic Arts majors, and Jeanne Raub, a graduate of the Berkeley School, as a Commercial Art major. Patricia Lane, a graduate of Hollywood High School, completed the Vocational Nursing Program, and Peggy Domenick, another C.S.D.R. graduate, completed the Cosmetology course. Arthur and Russell are employed now as printers in commercial shops, Patricia is working as a Vocational Nurse in a Los Angeles orthopedic hospital, and Peggy is employed in a local Beauty Shop. Jeanne has returned to her home in Bakersfield, and is engaged to be married. Thirteen students are presently enrolled in our program. Three girls are majoring in Business, in which is included the special IBM course, four boys have a Graphic Arts major, one boy is majoring in Auto Mechanics, and the remaining five boys have a major in Drafting. This last group is a particularly interesting one to me. When it was suggested that we might enroll some of our deaf students in the Engineering-Drafting curriculum, we were not sure how successful they might be. However, because there was a strong demand for this, and because each of these five students had had prior mechanical drawing classes at the high school level, we decided to try it. One of the students had been accepted by Gallaudet College, but chose R.C.C. because of the Drafting course. Another two of the students had gone to Gallaudet for one year, with failing grades in Preparatory English, and entered our program as beginning students. A fourth boy had completed one year at R.C.C. in Electronics, but had shown so much promise in Electronics Drafting that he was transferred to a Drafting major for his Sophomore year, and he plans to stay a third year to complete that course of study. All five have done "A" and "B" work in their Drafting classes in competition with their hearing peers; and, incidentally, all five have been doing "A" and "B" work in their English classes.

Considering all of the attributes of the program, I feel that the establishment of similar special programs for the deaf at the junior college level in other communities is quite feasible. The junior colleges have the existing facilities, classrooms, faculty and vocational equipment, which only need to be supplemented by a trained instructor of the deaf to act as coordinator. The graduates of such programs can serve the vocational needs of the local area, and thus placement of these students into work situations can be facilitated. We have seen here at R.C.C. an easy integration into hearing classes, an important transitional step for the deaf student into the hearing, working world, as well as an important confrontation of the college instructor to the problems of the deaf. And, finally, we have seen that the cost of such a special program to a community junior college can be remarkably low.

We believe that the thirteen enthusiastic students who are presently enrolled in our program, together with the five who have graduated, have made the program a successful venture. With only three years as our yardstick, it is difficult to measure the success of the program. However, I am proud to tell you that the program received a recent commendation from the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges; and I am pleased to report that the Riverside Board of Education, after reviewing the progress of the program during its three-year trial period, gave its unanimous approval for the continuation of this special program for the deaf.

In terms of the aspirations of those who first set up the program it seems to be a success, and we feel that it will continue to be a profitable educational contribution within this profession.

TRENDS IN TEACHER TRAINING

William J. McClure, Superintendent
Indiana School for the Deaf

Public Law 87-276 has done more to focus attention on education of the deaf than any other single event in recent years. We don't know what the ultimate effects will be. There may be some undesirable results. With more teachers available there may be a rapid growth of small ungraded and unsupervised programs. We know more teachers of the deaf are being trained than ever before. The older training centers have been able to fill their classes. New centers have been established.

A large number of educators of the deaf including members of the Conference were appointed to the original Advisory Committee on Public Law 87-276. This helped to get the program off the ground more quickly. There was mutual understanding of our needs and general agreement on how the program should operate. There was little doubt that the standards of the Conference of Executives should be the guideline in establishing effective programs throughout the country.

Many of us have recently had the opportunity to hear Dr. Kirk and his colleagues from the Office of Education explain the provisions of the new law 88-164, successor to 87-276; Dr. Hoag discussed this yesterday. Dr. Kirk detailed the progress which has been made. Nine hundred and forty-eight scholarships have been granted in the two years the program has been in existence. Centers for preparing teachers of the deaf graduated four hundred and seventy new teachers in 1963, twice as many as in any previous year. This law marks the first time Federal subsidies have been available at the undergraduate level.

Provisions for other groups of the handicapped under this new bill will not be put into effect so rapidly as those for the deaf. This is because the provisions of 87-276 are carried over into the new bill and will enable us to continue our program of teacher training and recruitment during the 1964-65 school year. Other programs established by Public Law 88-164 are still in the process of development.

When Public Law 87-276 was established, there was considerable discussion with the Office of Education over what group should approve programs for training teachers of the deaf. Because of many factors (including the anticipated necessity for later approving programs for other types of the handicapped), the National Council on Accreditation of Teacher Education was selected as the approving body. At the time he designated NCATE, Commissioner McMurrin wrote a very strong letter suggesting that members of the Conference of Executives be included on NCATE evaluation teams going to colleges and universities conducting programs in the area of the deaf. After an initial lag, this program seemed to work reasonably well.

Under the new Public Law (88-164), it is not necessary to have an approving body for the programs established. No explanation has been given as to how this will operate but it is possible the Advisory Committee in each area of exceptionality will determine the qualifications of the applying institutions. Committees of specialists are being selected to advise on teacher training programs in six different areas.

Under terms of the new law, each college or university training teachers of the deaf will receive a sizable stipend for each student. This stipend should make it possible for many to offer stronger programs than have been possible in the past. It is also possible to secure grants for summer programs. Because of the shortage of teachers, many of our schools have been compelled to employ personnel who have not completed adequate preparation as teachers of the deaf. These teachers do not wish to vacate their positions, nor do we wish them to. At the same time, it is only fair that they obtain the training necessary, or give way to the qualified teachers we expect to have available in greater numbers. We want to upgrade the unqualified or marginally qualified teachers. Summer schools, scholarships and workshops are all possibilities in this area.

The participation of more colleges and universities in programs for training teachers of the deaf will undoubtedly have far reaching effects on our field. As more and more staff members in these institutions become proficient in the area of the deaf or, to put it another way, as more and more educators of the deaf go on to obtain graduate degrees and positions on the faculties of colleges and universities, it is possible these institutions will exert more influence on training and certification. We are interested in obtaining the best qualified teachers possible. If the new Federal programs help to bring more and more teachers into our field and the preparation required can be continually upgraded, there is no reason why standards of certification cannot rise at the same time. It is only reasonable that the Conference of Executives work with colleges and universities to determine what standards are acceptable and attainable at any given time.

In recent years, more and more educators of the deaf are giving thought to the contributions which can be made to our field by other groups of educators. What do we have to learn from the teachers of mathematics, home economics, social studies? How often do teachers of the deaf attend meetings dealing with presentation of subject matter in a particular area? Is there not much that we can learn from the teachers of the mentally retarded? We are getting more and more multiply handicapped into our schools. Shouldn't we be in closer contact with the teachers who are skilled in dealing with these, to us, secondary handicaps? We know more than others about the problems of educating children who are deaf; we may need to know more about the effects of other handicaps. We need to improve our knowledge and we must avoid the dangers of professional isolationism. We need to use what is good and what can be adapted from other areas.

Only a few months ago, four staff members from one of the large Indiana schools for the mentally retarded spent a day with us at the Indiana School for the Deaf. They wanted to see if they were doing all that was possible for the mentally handicapped children in their program who were also hearing impaired. It was a stimulating day for each group. We gained suggestions for the handling of our slow learners; the group from Fort Wayne felt they had learned a great deal about the problems of hearing handicapped youngsters and were taking home suggestions which would help them deal more effectively with this group in their school.

This chance visit will lead to a meeting of various agencies within the state on April 30 to discuss the problems of the multiply handicapped deaf child -- not only to see what is or is not being done but to analyze the problem, determine what realistic goals should be for these children, and then to determine what type of facility should be provided and under whose management it should be operated.

The prospects of greater numbers of trained teachers should soon make it possible for us to again upgrade our certification standards. We may be able to require greater specialization. With the increasing emphasis on academic achievement and on extending educational programs, the next move by the Conference Certification Committee should possibly be to differentiate between elementary and secondary teacher preparation standards. How much should a teacher at the high school level know about the problems of the beginning deaf child, the methods of teaching him language, and how much special preparation should and can be required in subject matter areas in addition to the special techniques necessary to be successful in teaching deaf children? Dick Brill's paper at the International Congress last summer emphasized the importance of thorough preparation at all levels. I quote: "On the college teaching level graduate work of the content field may be required all the way to the doctorate and certainly, at least, to the master's level but then if the teacher is truly going to understand deaf students, he must have a substantial period of time learning about the language handicap of deaf children, and learning about the effects of deafness generally."

In considering specialized versus general preparation one suggestion at Virginia Beach advocated preparation for teachers of the deaf in many specialties. The following were suggested: (1) Preschool education of deaf children. (2) Elementary education of deaf children through grade three. (3) Elementary education of deaf children, grades four through six. (4) Secondary education of deaf children, grades seven through nine. (5) Secondary education of deaf children, grades nine through twelve. (6) Physical education, art, home economics, for all grades of deaf children. (7) Education of atypical deaf children. If training can be broken down into such narrow areas, there will still be questions about how to prepare at the different levels. Our grading systems are so different, the ranges within grades in small schools are often so extensive, and our achievement levels for given grades vary so often among our schools and with public schools. In a small profession placement of the teacher with a narrow specialization can also be a considerable problem.

We will undoubtedly be more interested in preparing well-rounded professional teachers, and to achieve adequate preparation at all levels we will undoubtedly go more and more toward the five year preparation program.

In discussing methods of getting better teachers at the advanced levels with qualifications in different subject matter fields we should consider allocating scholarships to certain areas such as English, mathematics, home economics, vocational subjects, and physical education. However, we have all received too many applications, "I want to teach physical education in your school next year," when our physical education teacher is a fixture and probably will be for years to come. There are not enough places available in our profession to assure positions for students who want to specialize too narrowly. How can we handle this?

Most of those present at the Virginia Beach meeting felt a well prepared teacher of the deaf should be familiar with the problems of the very young deaf child regardless of the level at which he taught. There was the feeling that we might be ready for certification at the elementary and secondary levels in addition to vocational certificates.

To briefly mention some of the other points which were brought home to me at the Virginia Beach conference--we have moved beyond mere teacher training, to planning for the development of leadership people; to the improvement of relationships between agencies. Dr. Kirk and others pointed out that there is not enough emphasis on the improvement of teacher education. Dr. Kirk felt that teachers of the deaf are moving at a much faster rate than are the groups interested in the other types of handicaps. Thanks, in part, to Public Law 87-276.

Public Law 88-164 previously mentioned is a much broader bill than 87-276. It provides for the training of professional personnel in all areas and at all levels, B.A., M.A., supervisors, college teachers, and research personnel; even post doctoral work is permitted. This is bound to broaden our profession by providing more highly skilled personnel particularly at the college and university levels and in the research field.

Dr. Silverman pointed out the many forces that made the Virginia Beach conference timely--a great accummulation of knowledge and the evolution of attitudes which have led to intramural and extramural scrutiny of what we do. Federal support has increased our opportunities and our responsibilities. There is social pressure to relieve the teacher shortage, to improve teacher education, and to make better education available. We need to re-group knowledge and practices.

One of the better talks at Virginia Beach was by Dr. Herbert W. Schooling, Dean of the College of Education, at the University of Missouri. Dr. Schooling felt more time should be given to general education than we now allow for elementary teachers. He felt a fifth year was probably necessary for teacher preparation, especially in the area of the handicapped, and he emphasized the importance of student teaching as a part of preparation -- not enough can be acquired within the university itself. Dr. Schooling did not feel that we had given enough attention to the role of the master teacher, or to the supervising teacher responsible for overseeing the programs of teacher preparation. All through the conference there was considerable emphasis on the importance of the school for the deaf and its faculty as an integral part of the teacher preparation program. These programs must be fully cooperative efforts between the college or university and the practice school involved. Schools for the deaf which are participating in teacher training programs may legitimately request reimbursement for their services and for those of staff members involved.

There has been so much discussion pro and con about the Conference's responsibility for continuing its program of teacher certification and approval of teacher education programs I feel it is appropriate to record my views here.

About 40 years ago educators of the deaf recognized the increasing need for minimum national standards of preparation and certification for teachers of the deaf. By agreement the A. G. Bell Association and the American Instructors of the Deaf delegated this responsibility to the Conference of Executives and our program was established in 1931. Since that time the Conference has exerted a great and continuing influence on programs of teacher preparation and certification in the area of the deaf. At the time the Conference undertook this responsibility there was little interest in establishing minimum standards for teachers of the deaf outside of our own profession. Few colleges or universities had training programs in this area and few states had a license for a teacher of the deaf.

Since 1931 Conference standards have been revised upward several times. The Conference has also branched out to grant separate certificates to teachers qualified in vocational areas; and stimulated by the program of Leadership Training in the Area of the Deaf at San Fernando Valley State College, the Teacher Training and Certification Committee has, since the Salem meeting in 1961 been at work on a certification plan for supervisory and administrative personnel. The committee will undoubtedly report on the status of this plan during our meeting this week. The vocational certificate has been long needed and strengthens our whole certification program. Difficulty seems to confront us in establishing realistic standards for administrative personnel. Among other difficulties the duties and responsibilities of the executive head vary so from school to school.

With a profession as small as ours in numbers, but one where the teacher preparation centers and schools are so geographically remote, it is essential that there be an accepted standard of reference for teacher preparation. The Conference certificate serves this purpose and has been effective. Conference standards are generally understood and accepted by those who prepare teachers of the deaf and particularly by those who employ them. Standards have generally been as high as the law of supply and demand will permit and still allow us to stay in touch with reality. Many state licensing commissions have adopted the Conference plan; others have set up certification plans of their own using Conference requirements as a pattern. Just last week I had a letter from the Personnel Department of one of our larger states. I quote from the first paragraph, "We have used your certification standards as a part of our requirements for the different levels of teaching positions. In order to keep our standards on a par with those of your organization we would appreciate it if you would supply us with the following information:" Despite this general acceptance some individuals and a few organizations have been critical of the Conference certification program. No one has yet come up with a better program or with one as widely understood and accepted. As long as teachers from the new training centers accept positions in states other than those where they have trained, their prospective employers--the executive heads of schools for the deaf--will want a familiar standard of reference in determining minimum qualifications of applicants.

It has been suggested that the American Instructors of the Deaf, as a professional organization of teachers, should assume responsibility for a program of teacher certification as do other professsional organizations in their fields -- medicine, psychology, etc. This is not feasible as the AID is not actually a professional organization. Any person employed as a teacher of the deaf is qualified for membership. To be truly professional the AID would have to establish qualifications for membership based on professional preparation rather than on employment status.

It has also been suggested that the Council on Education of the Deaf, CED, assume responsibility for teacher certification. This is an area where our three educational organizations have cooperated for years. As pointed out above the Conference undertook the teacher training and certification program more than 30 years ago by agreement with the A. G. Bell Association and the AID. It is unlikely that the three organizations through CED could improve on the present arrangement. Moreover, our memberships are so overlapping that the views of all are constantly before Howard Quigley and his committee.

We want to stay abreast of the times, use the new ideas and programs with which we come in contact, and continue to up-grade our certification requirements. Recent technological and educational developments have served to increase the volume of knowledge to be assimilated by prospective teachers. As a result our programs need to take a look at this. There are many things which can be gained from association with programs for preparing psychologists, audiologists, teachers of the mentally retarded and other professional personnel. Some of this knowledge needs to be included in programs for preparing teachers of the deaf to assure well-rounded teachers, teachers who can function effectively in a variety of situations and with children of diverse abilities and problems.

The Conference is likely to remain in the teacher training and certification picture for some time to come until some other plan as effective and as widely accepted can be developed and implemented. Until then we want our program to be the best it is possible to develop. Then, when some other organization is better prepared to operate the program or can do so as effectively as the Conference, we will happily turn over our responsibilities in this area and devote our time and energies to our many other problems.

STEPS IN SELECTING AND TRAINING HOUSEPARENTS
AND
A BRIEF DESCRIPTION OF THE TEXAS PLAN

Several days ago a lady approached my secretary and asked to see the Child Guidance Supervisor. I overheard her say; "I want a job as houseparent and I am ready to start work today." Later, I learned that this person knew nothing about the deaf; had no knowledge of child development; had never been around an institution, and had no training, whatsoever, for the work she was asking for.

Too often, it happens that people have the idea that training and preparation for this exceedingly important position are not necessary. The concept in the minds of many is that anyone can be a houseparent. I am sure that many of us have been guilty of employing people who had this concept and we soon found that we had "Herders" rather than houseparents.

Selection of individuals to live with deaf children is of the highest importance. A person may be of the highest character and come most highly recommended and yet may not be a suitable person to be a houseparent. He must possess certain indefinable, indescribable, almost indiscernible characteristics in his personality. That something must be present which causes children to react and respond to him in a natural and normal manner. Obviously, this type of person is not too numerous in our society.

If a person has these qualities, he more than likely was born with them and there certainly would not be a sufficient number of this type to supply the needs of schools for the deaf. Since this is true, the persons best suited for the position should be chosen and given proper training which will enable them to do the best job possible.

The Need For Training

It is possibly true that a great majority of the people who apply to schools for the deaf for houseparent positions do not have an education beyond a high school diploma and many have less. Even in those states where this condition is not true and the applicants do have college degrees, many have not taken the courses in college which would lead to knowledge and understanding of child growth, child development, and management. This condition imposes a heavy responsibility of training on those of us in the area of the education of the deaf.

It has been said that training of children outside of school is just as important, or more so, than the training they receive during school hours. School systems and officials demand well educated and highly skilled teachers for academic education so it is logical that the best training possible should be made available to prospective houseparents. This training should be required either before they are given a position or on an in-service basis.

The Importance Of Training

Of course, a college degree is desirable but this cannot be required unless a commensurate salary scale is available. It is advocated that high standards of training be set and that houseparent salaries and qualifications for a position be on the same basis as that of teachers. Movement in this direction is making progress but the fact remains that many schools are not yet in position to pay the price. The only course open to them, then, is to strive to up grade their standards, requirements, and salaries as rapidly and as high as possible.

The certification requirements for dormitory houseparents recently presented by the Committee on Dormitory Counselors, reflects the gradual growth from a low to a high requirement standard. In order to be certified by the Conference of Executives of American Schools for the Deaf under this plan, a candidate must have at least a high school diploma. In addition, he must have credit in certain specified courses which give him definite training in the area of child growth and development.

The Certification Committee is to be congratulated on this very excellent plan which it has developed. It is a real contribution to the profession of the education of the deaf. It will be an incentive, not only for new people coming into the profession, but also to those already employed and working. This document has already created interest among our houseparents and staff and in a few years, will result in a better prepared and better educated houseparent group. Well trained houseparents is a must. Without it the academic, vocational, and social goals and aims of any school will not be attained.

How Much And What Kind Of Training

An enthusiastic determination for well trained houseparents is laudable but a word of caution seems in order. The question arises of just what sort of training programs are the most desirable and who will direct them?

College and university courses are excellent. Summer programs and workshops which have been proposed, and some which have been in existence for several years, are to be commended and supported. Any good training which has as its goal, good group child care, carries a great impact and will do much good. However, the fact remains that training courses of this nature must necessarily be of a broad and general nature. They must be so orientated as to cover the whole field of supervision. The courses must be of a nature to provide the student with a background sufficiently broad that he can fit into any school situation in any state.

These programs are good but they are not sufficient. They must be supplemented and extended by good in-service training. Every residential school for the deaf must have an on-going program of this kind. A well organized, well directed, dynamic course in the school will vitalize and make real the general training that has been presented. Principles learned in training, take on real meaning to the houseparent when he finds himself faced with the problems of everyday living in his dormitory or cottage.

This training activity must be continuous from month to month and year to year. It must concern itself with children of a particular school. It must be specific and it must be of such nature that every houseparent is kept on the alert and "on his toes" so to speak. It must make houseparents alert to the specific needs of every child under his supervision; not just his physical needs but his spiritual, mental, and emotional needs as well. The training must be real. It must assist in solving every day problems which arise. The training must be direct and alive. It must not be too narrow in scope and the houseparents themselves must participate. It must be thought provoking and vibrant.

A good example of participation by the houseparents is the "Code Of Ethics" recently developed by the houseparents of the Texas School. This project grew out of the training program and was conceived, arranged, and accepted by the houseparents themselves. Each one wrote what he thought should be placed in the Code, and then meetings were held. After long consideration by the group and after numerous changes, the following "Code Of Ethics" was accepted. The group experienced a feeling of satisfaction and gratification because the

members had done something themselves. The document will have greater meaning for them because it was of their own making.

A Code Of Ethics

As a houseparent at the Texas School for the Deaf, I accept this Code of Ethics and subscribe to the following:

Personal qualifications

I respect myself as a person, having worth, dignity and integrity.

I set a good example for my children in attitude and personal appearance.

I am flexible in my thinking, in my acceptance of new ideas and in my ability to make changes.

I am enthusiastic in my work and keep in mind the importance of patience, compassion and a sense of humor.

I analyze my strengths and limitations and I strive to gain more knowledge and understanding of human behavior.

I undertake the care of children for the contribution I can make rather than expecting the job to fulfill my own emotional needs.

I maintain outside contacts and resist the tendency to become institutionalized and narrow in my interests, for my children need to learn from me life at its fullest rather than life only within the School.

Ability to accept and work within the structure and the limitations of the School

I accept the goals of the School and its ways of working as my own.

I recognize and respect the proper channels of administration and use this avenue for discussion of practice and philosophy.

I show consideration to the School in matters such as the handling of emergencies, leaves and resignation.

I understand the purpose of supervision and use it constructively.

Ability to work cooperatively with other houseparents and staff members

I am aware of my role in cottage management and I carry out my responsibility for supervising personnel in my own cottage.

I assume my share of the responsibility for maintaining good relationships with all personnel of the School.

Knowledge of basic behavior patterns and the ability to use this knowledge constructively in every day relationships with children

I study the background information and I observe the child and his family to acquire a better understanding of his individual needs.

I understand my role in the care of other people's children and because I recognize the importance of the parent-child relationship, I demonstrate my acceptance of the child and his family.

I am fair to each child in my group.

I use the positive behavior of the child to build good habit patterns.

I respect each child's point of view and cherish the trust and confidence he places in me.

I ENJOY MY CHILDREN!

Date________________________ Name_________________________

A good in-service training program will depend on the director of child life in the school. That person must possess all the qualities necessary for a good houseparent plus the qualities of leadership, initiative, insight and the ability to see that the training program has the qualities of being effective. He must set the tone and pace. The success of the program will depend upon the energy, sincerity, and enthusiasm of the leader. He is the dynamo, the battery charger, or the "whip hand," if you please, who brings about results. He must also have an enormous amount of stick-to-itiveness and great courage.

To sum up the above remarks, I have tried to point out that characteristics which are necessary to make a good houseparent are:

1. The right kind of individual to begin with.
2. Good general training and proper courses in child psychology, growth, and development.
3. Excellent and complete training is a must.
4. There is a strong movement toward raising requirements and standards.
5. Training must be continuous and every residential school for the deaf must have an in-service training program.
6. General training is good but an on-the-job, in-service training program is the only way to make it effective and meaningful.

The Texas Plan

The remarks, thus far, have been of a general nature. The remainder of this paper will be devoted to a specific plan of which I have intimate knowledge, namely; the Texas Program. It is not our intention to present it as one to follow but merely as a suggestion and one through which we have gained some measure of success.

Mention should be made that Texas is not one of those states where it is easy to employ houseparents who have high educational standards and where there is a salary schedule commensurate to high attainments. Much progress has been made in this direction in the last several years but there still remains a long way to go.

In order that some understanding of the scope of the operation may be understood, the following facts may be of assistance: The Texas School has approximately 450 students in residence. There are 53 houseparents supervising children from age 6-21, living in 22 cottages and one dormitory, which accommodates 64 large boys. Of these 53 houseparents, 4 have a college degree, 20 have a high school diploma and the others have from two to three years of high school credit. Directing and supervising these houseparents are a Child Guidance Supervisor, and two Directors of Cottage Life and, of course, the Superintendent is quite heavily involved from time to time.

It is impossible, in the time allotted, to go into any great detail of the procedure in this school but I will try and point out some of the most important features.

Several years ago, Mrs. Elizabeth Wiggam, Supervisor of Child Guidance, and Mrs. Anna Browning, Assistant Supervisor, conceived the idea of writing a Houseparent's Handbook. This idea became a reality in the year of 1958 and was revised in 1960. It has been a real source of information for houseparents and has become the basis upon which the cottage life of the students is operated. It is one of the tools used in the effort to develop good houseparents in the Texas School.

The authors of this book had in mind specifically the Texas School for the Deaf but it contains much information which could be applied in any school as the following few topics taken from the index will attest: 1) Maintaining a Good Social Climate Within the Cottage, 2) Working with Teachers, 3) Professional Growth, 4) Discipline of the Cottage Group. These and many other topics are of a general nature. Each houseparent has in his possession a copy of this Handbook and uses it religiously.

An in-service training program has been in existence since 1952. Each year the Supervisor of Child Guidance sets up the program at the beginning of the year. In addition to the training sessions, unit meetings and general meetings, an outstanding authority on child care is brought in for at least two workshops during the year. Almost every year the houseparents are requested to return to school a few days prior to the regular session. Generally, a two day workshop is conducted. I have brought with me a part of the Training Report for 1962-63. In order to give you an idea of what was contained in the discussion at one of the workshops of that year and also the schedule of meetings, I am including the material in this paper. Also, sufficient copies of that particular section have been duplicated to give each of you a copy if you desire it.

Training Report
1962 - 1963

October 2: 1. Administrative Problems
2. Discussion of Houseparents' Relationship with Parents - Mrs. Elizabeth Wiggam

October 23: Workshop - Sister Mary Immaculate
"The adolescent - his motivations, problems, goals."

November 6: Speaker Dr. Robert Ledbetter
Topic: "Emotional Maturity"

January 15: Discussion of Discipline and Punishment - Mrs. Elizabeth Wiggam

February 12: Discipline and Punishment: Goals and Methods a general group discussion was led by Mrs. Wiggam; following which the group was divided into 3 sections. Each of these was assigned the task of developing long-range goals and short term goals and report back to the general group.

Unit Meetings - 9:00 AM - 11:00 AM
1962 - 1963

September: Procedures and regulations
October: Children's clothing - Follow-up discussion of Relationship with Parents
November: Discussion of Christmas Parties
Explanation of plan for individual conferences
December: Christmas Parties
January: Follow-up discussion of Principles of Discipline
February: Cottage problems
March: Tour of storeroom of Food Service Dept. with explanation of the system, procedures, and difficulties by Food Service Manager
April: Annual Reports on Children: discussion of purpose and instruction on preparation
Annual Evaluation of Houseparents: preparation for individual conferences
May: No unit meetings

Total training hours per houseparent - 45
(Includes General sessions, unit meetings, workshop and meetings prior to opening of School)

Workshop For Houseparents
August - 1962

A two day workshop was held for all houseparents on August 28th and 29th at the Terrace Motel. The discussion leader was Sister Immaculate, Director of the Worden School of Social Service at Our Lady of the Lake College in San Antonio.

Herself a professionally trained group worker, Sister Mary Immaculate explained that the basic philosophy of group work placed the emphasis and focus on the individuals who compose the group. A group must never be thought of as a unit as not two members are alike. Even in families, identical twins have some different personal traits.

The houseparent must first know what her role is and must be able to accept it and to want to learn more about it. Hers is a shared responsibility with the child's own parents and the teacher, but is not to take the place of either. The housemother is a key figure in the child's life because she is with him when he is not engaged in a special task (such as in the classroom) and when he is having to learn to live with other individuals in an informal atmosphere. She said that a houseparent can be an "architect of a child's life. It is your privilege to mold the masterpiece of God's creation."

To be effective, houseparents must first analyze their own attitudes to see if their goal is the development of the children or the personal satisfaction they themselves receive. The focus should be on the child to see that his academic, physical, emotional and spiritual needs are taken care of. "Houseparents are not employed to solve their own problems but to help children. This does not mean you should not find the job (satisfying; if the satisfaction flows from your doing a good job) that is fine." To learn more about her role, the houseparent has an obligation to do professional reading and to be eager for further training such as meetings and conferences. She also has an obligation to seek the counsel, advice, and help through her supervisors, of the other members of the institutional team. When she refuses to seek help, her focus is on herself rather than on what is best for the child.

In working with children we must remember we can only guide them and help them to develop what they already have. To do this we must first make an evaluation to know the level of social development of each individual child and then watch the progress of each. We must be alert and sensitive to the child's behavior, as it is indicative of these levels. Sister Mary said,."Behavior is the language of childhood". She went on to add "of adults also--only we are better at disguising our behavior".

The basic urges of any individual--child or adult, are: recognition, response, security, thrill for new experience. When these are not met or when one urge becomes too predominant, we have a maladjusted person--or a juvenile delinquent. If a child's behavior is satisfying to him, he will not change until he can find a substitute for the behavior that is equally satisfying to him.

Children have to know that you respect authority, if they are to respect your authority. A houseparent's attitude toward administrative policies has a very important effect on the child's acceptance of school rules. Any employee has an obligation to stand behind the administration so long as a policy is in effect. If a person feels that a rule is not a good one he has a responsibility to call attention to the fact that in his opinion, it is not for the good of the children. This is called social action--setting right a practice or policy which is not to the advantage of those for whom it is intended. If the administration, who sees the entire picture and not just one segment, feels it would not be a good plan to change the policy, then the houseparent or other employee must be loyal and accept it, or remove themselves from the institution.

Through the experience of social action children can be taught democracy.

Children test adults in various ways. Sometimes, they make disparaging remarks and we must be mature enough not to bristle up but be able to handle our feelings. We need to provide an atmosphere in which they can express their feelings. To be able to control his own behavior, a child needs an inner conviction that "This is the way to live", not "I do this because someone says I must". Without this, a person is not able to withstand the storms of life.

In closing, Sister Mary drew these contrasts:

1. Non-participation is not the same as isolation.
2. Understanding is not the same as excusing behavior.
3. Being kind is not the same as being weak.

She spoke of how we build up a child's confidence in us and said a child needs to find expression in deeds rather than works--that a smile or a pat on the head shows your feeling. Its the little things that build confidence, trust and love. A houseparent should never forget that her job is to help children to learn to live together happily and prepare them to leave school as soon as possible equipped as best as possible.

"Education is the development of curiosity, confidence and conscience."

Long Time Goals

1. Build Strong Character.
2. Instill self confidence.
3. Develop independence.
4. Learn respect and authority for property.
5. Educate character and give him the ability to use that education.
6. Help to develop moral fibre to become good citizens.
7. Develop ability to accept people as they are and to become a person in his own right.
8. Strive for educated, morally sound well adjusted person.
9. Develop self-reliance.
10. Teach respect for authority by example and precept.

Short Time Goals

1. Teach manners according to age group as a part of social adjustment.
2. Teach respect and cooperation for peer group.
3. Teach good habits of personal hygiene.
4. Be consistent but flexible in our training toward long time goals.
5. Let children know what we expect of them.
6. Teach children to adjust to group living.
7. Teach tolerance.
8. Teach value of money.
9. Help to accept personal responsibility.
10. Inculcate desire for physical fitness.
11. Provide social climate and atmosphere conductive to learning.

Set down goals for each child so you can have direction and not lose your way.

Recognize when there is no possibility of improvement.

This briefly is the Texas way of doing everything possible to help the houseparents. We realize that this is not an elaborate program but we do feel that it is a "grass roots," realistic approach.

If we have gained a measure of success, we must look for results in the lives of the children. Are the children happy? Is their attitude toward school acceptable? Are they learning? Are they adjusting to life socially, spiritually and emotionally? Does the school hold the respect and trust of the parents? Is the total atmosphere of the school one of harmony, happiness, contentment; a place where learning is taking place in a normal manner? If these questions can be sincerely answered in the affirmative, and we say they can, then progress has been made and we are not discouraged.

DORMITORY COUNSELOR TRAINING

(Echoes of University of North Carolina Workshops)
By
Fred L. Sparks, Jr.,
Superintendent
Georgia School for the Deaf
CAVE SPRING, GEORGIA
Presented to
CONFERENCE OF EXECUTIVES
of
American Schools for the Deaf
April 14, 1964
Mission Inn Riverside, California

Bringing up children, even the real parents of today agree, takes considerably more than just "tender, loving care", and the need for parent education has become a generally accepted concept. Therefore, as administrators of schools for the deaf in America, we have also accepted this concept for cottage parents or houseparents because we have a special obligation to provide educational advantages for those who take care of "other people's children". We state categorically that our houseparents form the nucleus of all our group-living problems whether it is in a large residential school or a small residential school.

Training an Imperative Duty

Houseparents, of course, have a right to this education and a duty to obtain it so that they will be able to carry out their work with knowledge, skill, conviction, a feeling of security to their own satisfaction as well as to that of the school, and, of course, to the greatest benefit of the children whom they serve.

Houseparent education at the Georgia School for the Deaf falls into two distinct parts:

Formal and Informal Training Component Parts

The formal training; such as, lectures, study courses, workshop groups, both on the campus and at colleges and universities; and the formal and informal teaching that goes on during the pre - planning and post-planning weeks and consistently accompanies the day to day job throughout the year. During the past years, a few schools of social work throughout the country have begun to provide some training opportunities for houseparents. We are sure that the houseparents themselves, together with social workers and others interested in the field of child care and development, and home life care and training for deaf children, must press constantly for further and more intensive training possibilities.

Houseparents' Workshop at the University of North Carolina

The Georgia School for the Deaf is a member of the Group Child Care Project of the Southeastern Care Association of the School of Social Work of the University of North Carolina, a unique volunteer association of child care institutions and agencies which have banded together to obtain staff training, consultation, and research to assist them in their programs. Founded in 1956, the association currently provides a service to thirty - four member institutions in eight southeastern states. Houseparents at the Georgia School are offered traveling expenses and room and board to attend the houseparents' workshop on the campus of the University of North Carolina. The superintendent has attended the executives' workshop held the week after the houseparents' workshop and has conducted workshops on the campus of the Georgia School for the Deaf, assisted by consultants and social workers in the field of child care and growth.

In-service Training Plays an Important Part

At the same time, we try not to lose sight of the real responsibility that we carry within our own school for a continuous teaching program on the campus with this goal in mind: to help each houseparent carry out her work with independence and self - dignity, a feeling of security, respect to others, and a sincere effort at all times to keep communication open between houseparents, teachers, parents, and children.

Accustomed Status of Houseparents

For years houseparents were for the most part middle - aged women who sought employment because of changes in their own life situations; their husbands may have died; they were no longer needed for their own children; and they may even have been refugees of other countries who wanted to find new contacts in life.

Ideal Characteristics

As a group, houseparents often have high school educations and many of them have worked successfully in other fields or have been successful wives and mothers. Our houseparents are not accustomed to expressing their ideas in writing or to conceptualizing their thinking; many who are able to live most constructively with children may be least able to put into words what they do and how they feel; and they have little knowledge of social agencies and sometimes have distorted ideas about children's institutions, especially about the Georgia School for the Deaf if they have lived outside the community. Only a few of them have experienced the "give and take" of the supervisory relationship. Of course, we prefer that the houseparent be a well - balanced, mature person, versed in both the art and science of living, one for whom the child can readily develop respect and trust because it is imperative that the relationship with each child in the houseparents' care be one of mutual trust and respect, and it is most important that each houseparent establish a constructive relationship that is reassuring and helpful to the child. She must believe in the worth of each child in her group and must believe that each child has a value and a contribution to make, because children grow in the kind of environment in which they are accepted as worthwhile human beings.

We realize that we have an ideal houseparent in mind, and perhaps the characteristics that we are looking for do not exist in anyone in this combination. However, this is our goal, and we are dedicated to the task.

Method of Approach in Training Difficult

We must recognize the fact that even the best and most thoughtful training methods will not produce our ideal, just as human frailties stand in our way in teaching, so do the biases and personal shortcomings of the houseparents get into the way of their learning. We also have to consider that each houseparent brings to her work a real personal need: a need to belong, to serve, and to feel that she is an integral part of the organization.

We then ask ourselves the question, "How do we go about teaching houseparents?"

Individual Approach Necessary

First of all, we should realize that houseparents come to us from many different backgrounds, with varied levels of intelligence and native ability, with different advantages and working experiences, and various levels of formal education. We, therefore, have to work with each one of them as an individual. We also should bear in mind that our approach to them is to be geared to the level of their ability, knowledge, and development.

Gradual Introduction under Guidance of an Experienced Houseparent Desirable

It goes without saying that the initial period of a houseparent's life in school is critical and fraught with fears and anxieties. We feel that it is of vital importance that the untrained houseparent be introduced gradually to new and often frightening responsibilities. We have found that new workers learn best when they work under the guidance of an experienced houseparent. It is evident that those houseparents assuming leadership will need help also, for they are carrying a great responsibility which will mean to them recognition of their knowledge and skill and, in many instances, an increase in status and salary.

Six - month Orientation Period Most Valuable

The orientation and "probationary" period usually lasts six months. Although we know that it will take at least a year for a houseparent to begin to realize all facets of the job and to be comfortable in it, we would hesitate to extend the probation further, for being on probation is in itself anxiety—producing for most persons.

Houseparent Needs To Know Philosophy, Purposes, and Goals of the School

During the first six-week period, the houseparent should meet daily and sometimes more often with her supervisor. She should be informed in a brief and interesting manner of the philosophy, goals, and purposes of the school by the superintendent, principal, and deans of students and acquainted with the specific duties and responsibilities of the position as well as the general welfare of the children in her care.

Continuous Training Necessary and Pays Increasingly Large Dividends

We realize when the probationary period is over, that the development of the houseparent has just begun, and that she will need continuous stimulation and help through many media until she can function as an independent member of a large school team. We expect her to show an increasing degree of independence and sound judgment and to demonstrate evidence of growth and interest and a desire to continue to develop.

Evaluation Conference at End of Probationary Period Serves as a Significant Signpost

At the end of the probationary period, there ought to be an evaluation. At that time, the supervisor and the houseparent should consider together what the past six months have meant to both the houseparent and to the school, and it can be determined then whether she has the qualities which are basic for working with deaf children; such as, maturity, love, honesty, integrity, patience, fairness, warmth, and understanding. In this first evaluation, the supervisor may also indicate areas in which problems have emerged and toward which the houseparent needs to give special attention. They should also consider together her ability to carry out routine duties, her relationship to those with whom she is associated, and her willingness to accept supervision. Last but not least, she needs to know and should be told specifically to whom she is responsible at all times.

Supervisor Has Definite Obligation and Sympathetic Understanding

In these conferences, routine duties can be reviewed, personal practices discussed, and individual ideas and opinions expressed. Gradually, the members of the group will experience that feeling of "belonging" which they need so much in order to do an acceptable job. Often houseparents are upset by the many demands of a taxing job. Here the supervisor must reassure her of his understanding and give her practical help, suggestions, and constructive criticism. She needs to be assured, above all, that she is not alone in her bewilderment and that her feelings are justified and respected.

Teaching the Experienced Worker

Once the houseparent is well into the job, I fear that we tend to forget that training is a continuous task. This is true in the Georgia School. It may be unfortunate for everyone, as there is often a resistance on the part of the seasoned worker to a more instructional approach which may be necessary with a new person. We have found that an informal discussion approach is best in group meetings where we must encourage communication. We operate on the basis that training of various types is important to staff members throughout the entire period of employment.

Aims, Objectives, and Goals for Training and Staff Development

A. Staff meetings, when part of these sessions is regularly set aside for training or planned study courses; such as, six - week or ten week series of once -a- week meetings

B. Supervisor conferences, with evaluations periodically

C. Introduction to published materials; such as, manuals, statements of policy of child care, interpretative articles, pamphlets, and books which can be individually studied.

Activities with Training as a By-product

A. Case conferences

B. Consultation between houseparents and key staff members; such as, nurse, caseworker, teacher, recreational director, etc.

C. Committee work in connection with the school

D. Performing the work required of the position

E. Reporting to the school principal problems and progress in the dormitory; such as, behavior, work and play schedules, visits home, trips, etc.; grading and reporting to the parents with constructive criticism, helpful comments and suggestions

F. "How We Do It" reports by different staff members

Methods employed, skills developed, abilities required

G. Observing the work of other houseparents

H. Recording of experiences

I. Keeping anecdotal records

J. Reading case summaries and records

Ideas on Course of Study

We recommend the less formal, less didactic method of teaching. Let houseparents discuss, formulate, share, and even lead the sessions under the general guidance of a supervisor or administrator.

Seek areas in which houseparents realize the need and have the desire for help or training. Keep the groups small for better participation. Have houseparents select someone to coordinate or plan for each group, to make the arrangements, to gather the materials, and to invite others to take part. We encourage keeping notes and making summaries of the discussions for further use in training. These projects are also published.

Ideas on Anecdotal Records

Daily log recordings by houseparents have proved helpful in making accessible to others concerned the day's activities, problems at hand, and progress reports needed. These recordings may be read daily by supervisors who can use the information received in counseling at a later time. They could also enable the superintendent to keep his fingers on the pulse of the homeside. Relief houseparents would benefit by reading the logs for the period that had ensued since their last work with the group and should be required to do so. These reports could be short summaries of the activities, events, and special problems of the children.

Houseparent and Teacher Should Be Co-partners in Developing the Child

It is a recognized fact that child guidance is the responsibility of every member of the school staff and the sole responsibility of no one person, but since the houseparent is in contact with the child more hours of the day than any other member of the staff, she, perhaps, has the greatest opportunity to foster growth in the child.

Other members of the staff who are concerned may also be permitted to read the logs, provided it is understood by the houseparents in the beginning the use to which this information is to be put. They may also be allowed the use of the information and can respond by writing their comments in return. In other words, the houseparents keep the teachers posted about things of mutual interest and vice versa. The real spirit of this procedure is close communication between the home life and school life.

Value of Records Depends on Use. Understanding, Skill, and Diplomacy of Supervisory Staff

This is just another avenue between inter-staff communication that can encourage houseparents to study more objectively their experiences, methods, and observations. The value of logs as training or communication tools depends much on the ways in which they are used and upon the understanding, skill, and diplomacy of the supervisory staff.

Ideas for Supervisory Conferences

A. There should be a regular schedule; such as, a planned meeting once a week. The supervisor should keep daily open house to take care of emergencies.

B. Attempt to consider the more individual problems — responses, reactions, relationships, and attitudes of the houseparents. Review with each her own experience in working with the children under her supervision. Offer suggestions for what she may have reported in the diary or log. Comment on her reaction to and relationship with other staff members.

C. Work toward a periodic formal evaluation of the houseparents. It may be helpful to use a simplified evaluation guide in which both supervisor and houseparent attempt to rate the houseparent and then review together the grading.

Ideas on Use of Printed Materials

A. Use to advantage all pamphlets and articles.

B. Select carefully eye-catching and attractive material. Put it out where it is readily available and inviting; such as, in a library or a houseparents' corner in a library or an office.

C. Materials may be presented and discussed by houseparents in staff meetings and then applied to the school by others in the group. Projects suggested which houseparents might work on by themselves or with other staff members and which would be beneficial to them.

A. Manual for houseparents
B. Job description
C. Statement of houseparents' relationship to child's family
D. Rules and guides for discipline
E. Self-evaluation scale
F. Institution program evaluation scale
G. Publicity materials
H. Dating rules
I. Booklets for parents
J. Booklets for new children
K. Writing from own experience events which can be reviewed and discussed
L. Statements regarding procedures; such as, allowances, work program, basic clothing, wardrobe, etc.
M. Reports on participation in conferences or workshop
N. Visitation to other schools for the deaf or to child-care institutions in the area

Staff Development Is Only Half of the Responsibility of the Superintendent

Superintendents of schools for the deaf know that we have to be continually concerned with the development of houseparents. Working with this poses a variety of thought-provoking questions to which we have as yet not found the full answer. At the same time, we have to keep in mind that our staff-development program is but a part of the total responsibility of helping to the best of our ability the parents and their children who must of necessity live in a group situation at a residential school for the deaf.

The Findings of the Conference Committee on Dormitory Counselor Training and Certification Good

We would like to support the action of the Conference Committee on Dormitory Counselor Training and Certification. Our best professional training is not easy, and it is a difficult task to make a profession of the houseparents' job. It is almost as difficult and revolting as trying to see the role of the real parent become a professional one. The people in the community and, indeed, some members of the state education department consider that the business of being a houseparent or caring for children just comes naturally and requires little in the way of special skills, knowledge, and abilities.

Educational Standards of Houseparents Should Be Raised

To achieve all these objectives and educating deaf boys and girls toward successful respectable citizenship, we see the value in bringing the houseparents a more professional status — to base it upon a body of knowledge; to relate all this to the person himself — who he is, what he thinks, how he reacts; to develop a disciplined way of approaching the work involved; to identify and function with other professions; and to take responsibility for growing and learning.

Educational Requirements Should Not Create an Artificial and Unfeeling Atmosphere

We are not certain that we would like to make it a profession for fear that it would mean that houseparents would take care of children in too artificial and unfeeling away. Some of us have learned through experience what it takes to be efficient, consistent houseparents. We may be suspicious, if we would admit it, of others who may suddenly pop out of books, pamphlets, and reprints and wave new banners. We suspect those who would want us to change some of our pet notions, even when we respect and agree with the idea and find it hard to move away from what we are now doing. How can anyone who has not worked with children in this situation know what we ought to do? Why should we change? Our system works. Look at the children we have "reared."

The Four Parts of a Houseparents' Job According to Mrs. Suzanne Schulze

In today's children's institutions, the "describable elements of the houseparents' job according to Mrs. Suzanne Schulze of the University of Chicago fall into four parts: "The purposeful organization of every - day living," "the art of creating a 'we' feeling in the group," "the development of a relationship to the individual child," and the "integration of the houseparents' job with the function of the total institution." I would have to add to all this that houseparents certainly want to do this and also give substitute love without taking the place of the real parents and without the school's taking the place of the home.

Supplement of Further Training Through the Year Necessary

I believe that we should look for persons with at least a high school education (though we will continue to make exceptions) and build upon this a special training course in connection with a college or university. Such a course will include field work training as well as academic work and may run for a period of one year or two years of continuous work. Out of such training will come individuals with a special degree of some kind. In addition, we can expect further training that may be taken during the time that one is employed; such as, one night per week or one day per week for an extended period. We may also augment such training with workshop and institute leaders moving out regularly to campuses in addition to holding special institutes in central locations during the summer. All this training will be geared toward helping houseparents or prospective houseparents to translate knowledge into actual work with children and with all staff members for common goals.

Our Task Is Not an Easy One

We do not have an easy task before us in the training of houseparents, but we are inspired by the challenge as we endeavor to help them release their full potential—the result of which will enable us to see children unwind and grow from within as we watch them travel from their yesterdays through their todays and into their tomorrows when they themselves will have to plan, decide, create, and contribute. Our reward will be the inextinguishable joy which comes from a life given in fruitful service to the deaf child.

THE TRAINING OF HOUSEPARENTS

EGBERT N. PEELER

There is never any doubt in our minds as to the importance of the houseparent in a typical campus situation. There is always generous doubt, however, as to the qualifications of the average applicant to meet the needs of our boys and girls. This matter is somewhat like the weather. We have done a great deal of talking about it but have not given it enough action to produce desirable results.

The other two participants on this program are not affiliated with schools for the blind. I think, therefore, it would be proper for me to review briefly the efforts of our sister organization, the American Association of Instructors of the Blind. For the sake of brevity, the initials AAIB will be used. Efforts in the AAIB and the various schools for the blind throughout the United States were piecemeal and poorly directed until a grant of $9,000 was received approximately ten years ago for the purpose of operating three regional workshops for the training of houseparents. Prior to this time, many schools had tried to have some training sessions of an in-service type, with supervising personnel from the schools doing the teaching.

The grant of $9,000 was divided into three equal parts, and the AAIB promoted three regional workshops to which houseparents from all schools for the blind were invited. The money received was used to employ staff members and to pay the traveling expenses of some houseparents to attend in the workshops. Each workshop lasted for two weeks and was conducted on the campus of a school for the blind.

One of these sessions was held at the North Carolina School and houseparents were in attendance from Florida to Michigan. Each of these three sessions produced a printed or mimeographed volume outlining and, to some extent, detailing the duties of houseparents. These three volumes have served as source material for schools for the blind throughout the United States since that time and have stimulated many of the schools to offer a better quality of in-service training on their campuses.

Other workshops and conferences have been held on campuses since that time; some of them lasting for one week, others for only a week-end. In one instance, a workshop was conducted for administrators and supervisory personnel from the schools for the blind. These efforts have stimulated many of the schools to conduct regularly scheduled study sessions on weekly or bi-weekly bases on their campuses during the school years. Continuing this practice from year to year has made it possible for some schools to make worthwhile improvements in the general performance of their houseparents. Such sessions conducted on the campuses are usually taught by teachers, superintendents, or other administrative and supervisory personnel.

Sessions of this type have done much to stimulate the thinking of the houseparents into psychological problems of children which formerly were treated only as disciplinary problems. The houseparents have been asked to find some subtle reasons for Johnny's desire to "show off." How can the houseparent help a child with an inferiority complex? What causes a child to steal when he has a plenty of everything?

A few houseparents are college graduates, but a majority of them do not fall into this category. Some houseparents now employed have not finished high school, but I believe the number of people being employed today would find very few in this group. A majority of the houseparents are probably high school graduates but have never had any organized courses in child psychology, child care, sociology, or any other related areas. If a training program is to be operated for this segment of our staff, the program must begin with its training at a point where the houseparents can profit by it. If we want the houseparents to understand why Johnny loses his temper, it must be discussed on an under-graduate basis with simple illustrations and specific applications to the local problems. The people who teach the houseparents should be able to think a problem of this type through with full-fledged graduate-level understanding and then be able to translate it to the houseparents in simple but effective language.

We must assume that the houseparents we employ for our jobs are reasonably intelligent, that they have very fine qualities, such as honesty, integrity, good common sense, and a sense of humor. These particular qualities, however, are not enough to make it possible for her to do a good job. But, with this basic background, a program of training must begin.

In many instances it is necessary for the houseparent to unlearn some things. The average houseparent coming to our staff is probably a middle aged person who has had some children of her own. The experiences and practices of training these children is firmly engrained into the thinking of the housemother, and it will take considerable training and patience to get her to vary from what she considers to be proper procedures. The training of houseparents from year to year is complicated by the steady turnover in personnel calling for detailed instruction for new people and more advanced instruction for older members. Success has been limited in many instances because of the necessity to teach all houseparents at the same time without regard to the needs of the individuals.

There have been three general types of instruction available to houseparents. Perhaps it would be wise to list them and consider the place of each in our plans for the future. The three methods are:

(1) In-service conferences and discussion sessions on the campuses of the schools under the direction and instruction of existing staff members.
(2) Regional or cooperative work sessions involving several schools for the deaf or other child caring agencies in our community, such as childrens' homes.

(3) University based workshops and training sessions conducted by university trained or certified instructors. Such sessions may be conducted on the campus of the university or on the campus of a school.

Let us take up these three phases, one at a time, and consider their value at the present point in the training of houseparents and anticipate the values in the years ahead. In-service training has been a distinct value on all of our campuses, but its value has been in proportion to the ability of our leaders who conducted the sessions. All of our campuses have some people with this ability today. Perhaps it would be safe to say that none of us have as much as we need to give our houseparents good instructions. In-service training with local personnel is vitally essential to present new houseparents with deeper concepts of the importance of the houseparent's job.

In-service training is needed on a regularly scheduled basis to keep all houseparents conscious of the necessity to think deeply before acting hastily. There must always be an atmosphere of alertness in thinking through the problems of child care, lest we drift into hum-drum methods of handling our difficulties. Regularly scheduled sessions for the discussion of child care problems helps to maintain an atmosphere of deep understanding, for which there is no substitute. An in-service training program can serve these specific functions, but it would be a mistake to ever feel that this type of training is adequate to give our staff members well-rounded, well-grounded concepts of child behavior and child care.

The second system of training which comes through the operation of workshops and conferences in cooperation with other schools or other agencies has been of reasonable value in the passing years. This has some particular value to those of us who have a specialized problem such as deafness. There should be times when the houseparents of neighboring schools should have an opportunity to compare notes and discuss some mutual problems. This system of instruction, however, can never be very thorough or complete. It is a form of training which should be built on a much broader base. This effort should be one in which we try to look at our specific problems related to deafness and try to fit the solutions into the normal, natural behavior of boys and girls whether they be deaf or so-called normal.

The third method of training relates to the use of the university and university staff members. This particular field has been used less than the others, but I firmly believe our hope for the future lies in developing this area rather than the other two. There are only a few colleges or universities in America that have bothered themselves with the training of houseparents. I am not going to discuss them at this point because Fred Sparks has agreed to cover this presentation. He will talk to you about the group child care project which functions at the University of North Carolina at Chapel Hill. This program was organized originally by the orphanages and childrens homes in North and South Carolina and Georgia. The instruction sessions do not always limit themselves to the needs of our houseparents who must work with the handicapped children, but a great deal of their instruction is basic for all children and, therefore, of value to all houseparents.

It is my feeling that our growth in future years in the training of houseparents must come from our university campuses and our university professors. It is here that complete courses can be organized and taught in a manner that will cover any specified field of instruction. This presents an opportunity for a degree of thoroughness which is impossible when the instruction is given on our campuses by members of our own staff who have many other responsibilities in addition to the training of houseparents. Several types of university-based courses may be opened for use. One may be a short concentrated course in a particular area covering a period of one to two weeks during the summer time on the university campus. Another may be one or more courses offered during the regular summer session lasting from four to six weeks. A third method may be the presentation of courses on the campus of a school for the deaf. In this instance the professor would leave his university campus and travel to the school for the deaf and offer the course perhaps twice each week from nine until eleven o'clock for a period of six to eight weeks.

Inasmuch as many of our houseparents are now high school graduates and are eligible to enroll for college and university courses, it would be possible for such courses to be offered for college credit. In some instances the houseparents would have difficulty in passing the courses, but there would be other cases in which they would be stimulated to take not only these courses but others that would be available from the university campus during the summer months. In North Carolina we have made several efforts to arrange for extension courses to be offered on our campus by a member of the university staff. Up to the present time, we have not been able to complete the plans because the university curriculum does not have any specific courses which fit closely enough to our needs. We are going to continue to work on the matter and feel that in the near future we shall be able to arrange for the offering of a regular university course on our campus for college credit. It is assumed that we must pay the expense involved in courses of this type unless we can develop a procedure by which houseparents may draw higher salaries if they complete certain specified courses.

The use of university personnel and university courses could not take the place of in-service training on our campuses, but it could supply the basic instruction in child psychology that are so essential for success. In closing, let me summarize by saying that we must begin by recruiting the best possible people to serve our boys and girls. This means that we must select people who are emotionally stable, people who have a sense of humor, people who have an understanding of the inner workings of human nature. We must have people who are attractive physically, who will inspire our boys and girls to the highest possible levels in all areas of endeavor; but after we find the ideal individual for the position, we still face the necessity of giving a generous amount of basic training in child care and specific training in our own particular handicap before we can say that we have efficiently operating houseparents.

Inasmuch as we have a reasonable turnover in our staff from year to year, there must be a continuing program of training. The university course is necessary in order that all new personnel coming into the program may be required to take basic instruction. If basic instruction in child care and child psychology can come from an outside source, we on our campuses, with our existing staff, can be able to make the necessary adaptations to our particular handicap and thereby give our houseparents well-rounded instruction and guidance into their very important jobs.

THE LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF

Dr. Ray L. Jones, Project Director
Leadership Training Program in the Area of the Deaf
San Fernando Valley State College, Northridge, California

Mr. Chairman, President Schunhoff, Members of the Conference, Ladies and Gentlemen: Your Chairman, Mr. Demezo, has given me the assignment of speaking to you on the subject of "The Leadership Training Program in the Area of the Deaf". In planning for this assignment I have asked myself the question, "Just what is the Leadership Training Program, and how can it be most adequately explained to members of the Conference of Executives?"

From time to time people have indicated that they would like to come to our campus to "see this program". But what is there about this program that can actually be "seen"? We can show you beautiful new buildings rising out of the orange and walnut groves, we can take you into classrooms, show you instructional materials and introduce you to staff members and instructors--and while these are all essential ingredients of any program they are not the program.

The Leadership Training Program is not something tangible that can be seen. It is an idea--a plan--a dream.

In my report tonight I will not attempt to describe the mechanics of the program and itsoperation. Instead, I would like to identify for you some of its most significant features which I believe make this program unique, both in the field of education and in the field of rehabilitation.

I. This is a cooperative program. The San Fernando Valley State College shares with you people in the profession the responsibility for the planning, operation and evaluation of this program. Many of you professional leaders in the field were invited to assist in the initial planning, others of you now serve as instructors and as supervisors of the school internship experience, and still others have been brought to the college as consultants to meet with students, to take part in staff planning sessions, or to participate in formal opening or completion exercises. Among the Southern California leaders who have worked continuously with the program since its inception are: Dr. Richard Brill, Miss Alyce Thomas, and Miss Grace Paxson from the California School for the Deaf here at Riverside; Dr. Edgar Lowell and the staff at the John Tracy Clinic; Dr. Ernest Willenberg, Mrs. Louise Barr and Mrs. Evelyn Stahlem of the Los Angeles City Schools; Don Blyth, Zeb Gulledge and Harry Cook of the California Vocational Rehabilitation Services; Allan Spett, formerly of the Los Angeles County Crippled Children Services; and Dr. Victor Goodhill of the UCLA Otological Clinic.

Among the Superintendents of Schools for the Deaf who have served as consultants are: Dr. Hugo Schunhoff, Dr.Richard Silverman, Dr. Marshall

Hester, Dr. William McClure, Superintendent Howard Quigley, Superintendent Lloyd Ambrosen, and Superintendent Ken Mangan.

Representatives from VRA who have participated in various activities of the program and who have met with students include: Miss Mary Switzer, Dr. Boyce Williams, Miss Cecile Hillyer, Phil Schafer, director of Region IX, VRA, his assistant, Dale Williamson; and Stephen Quigley, formerly head of research at VRA.

II. The Leadership Training Program is "Habilitation" and "Rehabilitation" Oriented. Through extensive field visits to schoolsand agencies, and through internship assignments in community agencies and schools, participants in training gain a first-hand acquaintance with the network of community agencies and schools providing services for the deaf. Participants meet the distraught parents of a new-born deaf child coming to the John Tracy Clinic for diagnosis and counsel; work with pre-school and elementary school children at the Mary E. Bennett or the Roosevelt School; attend the high school "Junior Prom" at the California School for the Deaf at Riverside; meet the deaf client making his first visit to the Vocational Rehabilitation Services, and go with him for an employment interview; and serve as teachers or interpreters in classes for the adult deaf.

III. This program brings together future leaders from various segments of the profession. Participants in this program during the past three years have included vocational rehabilitation counselors; teachers and principals from state residential schools, day schools, and classes for the deaf; directors of speech and hearing centers; and supervisors and coordinators in district special education departments. The participants represent programs from all sections of the United States and the Canal Zone. Students come to theprogram with differing backgrounds of experience and with differing philosophies and ideas about the education of the deaf. In a very real sense, they learn from each other as well as from the formal academic classes. Those participants who come from residential schools are usually assigned to day schools for their school internship experience, and those from day schools are assigned to a residential school. In the seven months of this close association and intensive training, participants are exposed to new viewpoints and are, hopefully, better prepared to focus objectively on the problem of providing the best possible educational or training program for each deaf person.

IV. This is an inter-disciplinary program. The academic strengths and resources of a distinguished staff from the fieldsof psychology, sociology, health and related services, and educational administration are focused on the problems of education and rehabilitation of the deaf. The wholehearted involvement of this inter-disciplinary staff in regular planning and evaluation conferences has resulted in a program far superior to any which might have been provided within a single discipline.

V. The program utilizes new teaching methods and materials developed through extensive research studies in the fields of psychology, business, and school administration. To explain some of these new teaching methods I have invited three participants from this program to speak to you tonight. Mrs. Cecile Snapp of the class of '62 will tell you about "Sensitivity Training", Barry Griffing of the class of '63 will tell about "Simulated Situation or In-Basket Training", and Elwood L. Bland of the class of '64 will describe some of the "field experiences" which this program provides.

* * * * * * * *

"Sensitivity Training"

As I stand here before you tonight, I am reminded of something Dr. Wayne McIntire said to me when I asked him how I happened to be chosen as one of the members of the first leadership training group. Among other things, he said that I was old enough to have had experience in the field, but young enough to have many years ahead of me.

When Dr. Jones asked me to talk to you about Sensitivity Training, I couldn't help but wonder whether or not he used this same criterion in choosing me for this subject. I may have been old enough to take part in the "circle", but believe me, there were times when I wondered whether or not I'd live through it to put into practice what I was experiencing!

I began Leadership Training in the Area of the Deaf in February 1962, not really knowing what the seven months would bring. I anticipated that the program would be an exciting adventure that would open wider for me the doors of knowledge with which I was already familiar, and open, for the first time, doors which had up until now been unopened. I was not disappointed.

In looking through the course descriptions prior to beginning the training, all were self-explanatory except the one titled, "The Psychology of Human Relations". I read the required books and gained some understanding, I thought, of what it was all about. But the gap between theory and practice was tremendous!

As I think back on the first month and a half of the training, I wonder how I ever got through it. It was not easy to change my frame of reference and go from full-time teacher to full-time student. Instead of handing it out, I was receiving it! But every day was exciting. Every day something new was introduced, including Sensitivity Training.

I went into the Sensitivity Training with fears - fear of the unknown because I really didn't know what to expect; fear that I wouldn't be accepted as an equal because I represented the integrated day classes; fear of being unable to hold my own against eight men.

I figured that I had always been able to get along pretty well with people, so there couldn't be too much that others didn't like about me. After all, I had been selected as one of the first to enter the Leadership Training. Why did I need this class where we all sat in a circle looking at each other for two and a half hours, twice a week? Why was it important to know that I did or said things that others didn't like and then to be asked why I became angry or hurt when they told me about them? Why did I have to express an opinion about everything that was said? Who was I to criticize someone else? Heaven knows I had enough problems of my own! Why should I take into consideration someone else's feelings or ideas about a certain subject? After all, I just knew I was right.

I mentioned earlier that the gap between theory and practice is often very wide. This is especially so in working with people. Even though I was not an enthusiastic participant in the "circle", I was taking in most of what went on. In all honesty, I have to admit that I did not participate fully in this class and take advantage of what it had to offer. I doubt that many did.

Sensitivity training was a painful but important experience for me. I can now see that it was an attempt to focus influences on me in order to refashion and improve my conduct in certain specific respects. It aimed at changing my performances in an attempt to learn knowledges, attitudes and skills that would improve my human relations. Usually this meant the relearning of old knowledges and skills.

Everyone works with people and needs to know how to better get along with them. Isn't there a saying, "No man is an island"? It is especially important for those in leadership positions to be sensitive to the needs, feelings and understandings of others; to be open-minded in personal relations, to new methods and concepts, and to change; and above all, to be able to make a realistic appraisal of himself and to accept criticism or suggestion.

Sensitivity training can open the door so that one can gain an increased understanding of group processes basic to teamwork and an increased awareness of his own effect on individuals and on group situations. It can provide possible channels for applying whatever one has learned, for acting differently in the real world as a result of new ways discovered and tried out in the training group. All I had to do was take advantage of it.

I once read some place that the democratic leader is a person who knows how to discover the will of the group, and who knows the secret of releasing the energies of the group. He is a catalytic agent who influences group action but never dominates. A leader in a democratic setting must acquire the habit of renouncing power or authority over others. Sensitivity training was there to give us this practice.

I will close with a quotation from Norman Cousins. He said, "Education fails unless the three R's at one end of the school spectrum lead ultimately to the four P's at the other - Preparation for earning, Preparation for Living, Preparation for Understanding, and Preparation for Participation in the problems involved in the making of a better world."

- Cecelia Snapp

Administrative "In-Basket Workshop"

Members of the Conference of Executives and guests: It is a pleasure to come before you and report on a phase of the Leadership Training Program which provided a real highlight of experience for me.

The highlight to which I refer is the Administration "In-Basket Workshop". This is a carefully designed program aimed at providing "practice administering" for school administration trainees somewhat in the same manner a methodology course prepares a prospective teacher. The workshop is planned so that there truly is a union of the practice and the theory of school administration.

As a part of the Leadership Training, the ten members of the class were placed in the workshop, joining about twice as many trainees from public school programs. This mixture proved to be a major value gained by members of my class.

To fully understand the operation of this workshop, imagine that each of us here tonight became the same person, with the same job and with essentially the same background knowledge of the school, the school district and the community. The only variable remaining would be the personal and professional competencies which you or I bring to the situation. In our class, each member became Marion Smith, Principal of Whitman School in the township of Jefferson in the state of Lafayette. This school is special in that it also has classes for the deaf and hard-of-hearing.

As each Marion Smith arrived at his desk he was confronted with a desk tray (or basket) filled with letters, memoranda, and noteswhich required attention. In addition, Marion needed to prepare letters and plan interviews and speeches.

For example, here is a letter from a parent of a deaf child requesting (almost demanding) that Susie be enrolled in the classes for the deaf at Whitman School. The letter says Susie is a little jerky because she was yellow when she was born. The parent reports their doctor as saying that she was "afasia, or whatever that is". They believe Susie to be as smart as a whip. Soon they will purchase a home near Whitman because of Susie.

Now, if you were Marion Smith, Principal, how would you react to such a letter? Reactions of our group varied from a letter to the parents explaining admission procedures - with a clear statement as to the extent and limitations of theprogram at Whitman - to simply admitting her because there is no other place for Susie to attend school. You can see that the implications are many. No doubt many of you have faced similar situations.

Another example is this telegram received from a teacher a few days before teachers are to report to work in September. It says, "Will be unable to report to Whitman before Friday stop unavoidably detained in New Jersey by doctor due to serious asthma attack." Should Marion Smith hire a substitute, or shall he unload her beginning-of-school duties on the other teachers? What would you do if you were the Principal?

After all the Marion Smiths had reacted to the items in the baskets, (each student's material was the same), responses were discussed and the group leaders commented on theory and practice of administrative behavior.

The experience was a stimulating one, and a profitable one. The benefits are many. Here are some of the values of such a Workshop which I feel are important:

1. It reinforced the concept that there is usually more than just one appropriate solution to a problem.
2. It helped the learner gain insight into the implications of a seemingly routine memorandum or note.
3. It helped trainees to focus on different philosophies, and to begin evaluating which of these was best suited for them.
4. It provided a laboratory for interaction between the administrator in programs for the deaf and the administrator in programs in public schools.
5. It demonstrated that administrative behavior is a combination of technical, human and conceptual skills.

- Barry Griffing

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"Field Experiences"

Mr. President, members, and guests of this conference, as a representative of the Leadership Training Program of 1964, I feel it is an honor to participate on your program and to say a few words in regard to the Leadership Training Program. On behalf of this class, I wish to thank you for the enthusiastic support you have given the program and the fine recommendations you have made for the participants in the program.

The strength of the Leadership Training Program is supported and propelled by the diversity of backgrounds of the participants. The program presents an individual as well as a group challenge. It is a place where individuals are given the opportunity to use their knowledge, wit, and creative intelligence to solve difficult problems. As a group, we have the opportunity to share many experiences. It is an experience in itself to have a participant present to the group an idea or philosophy that he has for many years regarded as being the right answer or philosophy in some area of the deaf, only to have the idea shattered by another participant who has a different solution that may be better, more practical or perhaps just better thought out.

Unlike any opportunity we have ever had before, this program gives us a chance to participate in a multi-discipline approach to the problems of the deaf. Our internship in Education Administration places us in residential and day school programs where we may work with many facets of the education problem. Those of us with day school backgrounds are placed in residential schools, and those who have had experience in residential schools are given an opportunity to work in a day school setting. Several members of this year's class have had experience in both programs.

We receive one-the-job experience with vocational rehabilitation agencies. Working with these agencies, we can see the problems of the deaf from another perspective, and this information will aid us as we plan programs and curricula for the deaf who must compete in a changing, highly industrialized society,

We have made what we consider a major step in recognizing a need of the deaf community. I think you will agree with me that down through the years we have talked about the deaf and to the deaf. Not too much attention has been given to talking with the deaf. During the month of February, we held an all-day conference which was focused on the identification of the needs of the deaf community. Much of the planning for this conference was undertaken by the deaf themselves. It was interesting to note the participation in the conference by the deaf, since this was a conference with the deaf, planned by the deaf.

One of the major needs identified in this conference was the lack of opportunity for the development of leadership among the deaf. The potential for this deaf leadership has been present for a long time, and in an attempt to do something about this problem, we are conducting a class for deaf potential leaders. This class is conducted as a sensitivity training class under the direction of Dr. Nora Weckler, a professor of psychology and a person well qualified to do a first class job in this area.

All of us firmly believe that the training we are receiving and the experiences we are having will serve as a firm grounding in the broad areas necessary to prepare us for significant leadership roles in service to the deaf during the next several decades. I say without a doubt, and I think my fellow participants will agree with me, that I have never taken part in an educational venture that is as exciting, challenging, and ever-changing as this program.

There is so much to be done in this area of education and rehabilitacion that many additional qualified, well trained personnel are needed. It is my sincere hope that the Leadership Training Program at San Fernando Valley State College, under the direction of Dr. Ray Jones, will continue to contribute to the development of such future leaders.

- Elwood L. Bland

VI. The philosophy of this program is that we are preparing leaders to work with, and not just for, the deaf. This concept assumes that leadership in the area of the deaf will be most effective when capable hearing leaders join hands with equally capable deaf leaders. This "team approach" in meeting the problems of the deaf community promises to be most rewarding, and through this approach accomplishments have been realized which would not have been possible with hearing and/or deaf leaders working alone.

Our philosophy of developing leadership to work with, and not just for, the deaf has been implemented in the following ways:

a. This was the guiding principle in the establishment of adult education classes and it has undoubtedly been the one single factor most responsible for their success.

b. Two deaf participants were acceptedinto the Leadership Training Program this year--Tom Dillon and Henning Irgens. These two deaf participants have added an unexpected dimension to the Leadership Training Program--a dimension of depth and real understanding of what it is like to be a deaf person. Participants no longer focus solely on the communication problems of deaf persons and what these people cannot do, but have instead come to appreciate their potential and the many wonderful things they can do in spite of this handicap. Five deaf participants have been accepted for the 1965 program.

c. This year we have begun to explore the "Leadership Needs in the Deaf Community", and to investigate ways of meeting these needs. On February 8th the program sponsored a conference on this topic. Insights gained from this conference are now being utilized in a class, "The Deaf Community", which meets each Friday evening.

VII. The Leadership Training Program provides a laboratory within which participants are encouraged to explore leadership opportunities that will contribute to more effective habilitation or rehabilitation of the deaf. A major commitment of this program, and a major responsibility for its director, is that of providing an environment within which the creative abilities and leadership potential of individual participants can be developed. The program seeks constantly to foster the spirit of questioning and inquiry, and to lead participants to the "cutting edge of the profession" where they can grapple with some of its "unsolved" problems. To establish and maintain this "laboratory" setting for the program, the following has been done:

a. A seminar room is provided which is surrounded by library shelves stocked with the latest and best books relating to the disciplines contributing to an understanding of this problem. These consist of curriculum materials, publications from most residential schools for the deaf, and periodicals. Any materials not on the shelves of the

Project classroom can be obtained from the regular college library or through inter-library loan.

b. The Adult Education classes began as an attempt to provide participants an opportunity to become acquainted with adult deaf persons, and its expansion has provided an unparalleled opportunity for project participants to work closely with capable deaf persons.

c. Conferences have been sponsored either as a culminating event for a project such as Adult Education, or in preparation for a new field of activity.

d. Each participant is encouraged to develop a project or study which will make a professional contribution to the field. These projects have included conference reports, research studies, and handbooks.

e. Instructional aids have been developed. The 8mm "single-concept" film appears to be particularly promising in this field. Students have utilized it in such ways as developing classroom films with students and teachers, making an historical record of conferences and other activities, etc. An outgrowth of this experimentation has been the development of a series of "fingerspelling" films designed to teach fingerspelling to dormitory houseparents or vocational rehabilitation counselors.

f. Our work with the deaf community has led to experimentation with "telephone-writing" as a means of at least partially relieving some of the social, educational and vocational limitations of deafness. A set of this equipment is on display here tonight and within the next few weeks we hope to have a communications network set up which will link the project offices in Northridge with the California School for the Deaf here at Riverside, with a Club for the Deaf in the Los Angeles area, and with a local church serving a deaf congregation. The latter location will also serve as a "message center" for the two deaf participants in the Leadership Training Program since they will be able to use the "telephone-writer" to carry out their administrative assignments in the projects.

VII. The Leadership Training Program attempts to give participants a vision of the opportunities and challenges that lie ahead in this profession and encouragement to contribute to its advancement. May I conclude by repeating excerpts from the "charge" given to participants in the first Leadership Training Class at their opening meeting on January 29, 1962.

"WE GIVE YOU A DREAM"

Today we give you a dream which began in the mind of Miss Mary Switzer of the United States Vocational Rehabilitation Administration. This is a dream of a training program which would bring to the profession fifty outstanding graduates thoroughly trained for leadership roles in local, state and national programs for the deaf. These graduates are to come from all sections of the United States and from the various segments of the profession. Their training is to be rigorous, exciting and imaginative.

This dream took form under the encouragement and support of Mrs. Spencer Tracy and Dr. Edgar Lowell of the John Tracy Clinic, and the Conference of Executives of American Schools for the Deaf. Working plans for the dream were developed under the capable leadership of Dr. Wayne F. McIntire and his staff.

But today the "Leadership Training Program" still exists only as a dream. As we welcome and honor you students in the class of 1962, WE GIVE YOU OUR DREAM AND CHARGE YOU TO BUILD THIS DREAM INTO REALITY!

For the cornerstone of your building we charge you to bring:
Faith to match the faith of those who planned,
Faith in your own ability to measure up to the expectations of fellow workers whose recommendations have brought you here,
Faith in the future of the profession you have chosen to embrace,
Faith in the children you will serve.

For the walls of your building we charge you to bring:
Pillars of enthusiasm and boundless energy,
A thirst for learning,
Scholarship and skill in research,
Tolerance and understanding for those whose views may differ from your own.

We charge you to place windows and doors in your building
which will open to the light of truth from all sources.

We charge you to cap your building with a dedication to the
profession whose cause you will serve,

And a dedication to the countless unhearing children living
and yet unborn whose lives will be blessed

AS YOU BUILD THIS DREAM INTO REALITY!

Tonight in this Conference of Executives of Schools for the Deaf, members of the Leadership Training Classes of 1962, 1963, and 1964 join in sharing with you the hopes and aspirations of our dream as we work together for its fulfilment.

- Ray L. Jones

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF,

THIRTY-SIXTH REGULAR MEETING AT RIVERSIDE, CALIFORNIA

WEDNESDAY, APRIL 15, 1964

PROGRAM, "Administrative Problems"

Dr. Edward W. Tillinghast, Chairman

Section I - Larger Schools

Leader - Dr. Stanley Roth,
Superintendent,
Kansas School for the Deaf

PAPER BY MR. ROY PARKS, SUPERINTENDENT,
Arkansas School for the Deaf

"What Changes Should Be Made In Our Vocational Curriculum To Meet The Needs Of The Deaf In Our Rapidly Expanding Technology?" (See Table of Content)

The consensus of opinion of those present was that one could not safely state what should be the size of a regional vocational school for the deaf. A question exists relative to the basic needs of the deaf student. Should more emphasis be placed on orientation and less emphasis on specific training in one vocational field? The need exists for more vocational guidance as indicated by the trend of students requesting training in areas with which they are somewhat familiar and failing to request training in areas about which they are totally unfamiliar.

The lack of trained personnel for vocational guidance is evident. Training programs in this area are not specifically designed to meet the needs of the counselor of the deaf. Furthermore, new vocational schools in our cities are offering the same kinds of vocational training most schools for the deaf already have.

The TOWER system of vocational evaluation and guidance is in use in some areas. This expands the range of vocational opportunities are introduced early to the deaf, as it should be.

Greater use of Smith-Hughes funds should be sought for use by the deaf.

Educators of the deaf must recognize the changing times in types of vocational jobs available today. It is very important to impress upon our students that jobs available now are constantly changing. Automation has made some once-popular jobs almost nonexistent now. Reference was made to a recent publication of the United States Office of Education, Educational Training: Key to the Development of Human Resources.

"How, Where and What Kind of Program Should the State Provide for the Multiple-Handicapped Deaf Child?" by Dr. Lloyd Graunke, Superintendent, Tennessee School for the Deaf

One of the first questions in this discussion is that of definitions. What do you mean when you use the term, "multiply-handicapped deaf child"?

Furthermore, how does one know such conditions exist? Schools make good audiological assessments of the children's hearing problems. Also, good psychological evaluations are needed with differential diagnoses.

Does a school for the deaf have a specialized teaching program designed to meet the needs of the multiply-handicapped deaf child? This is necessary. The "special" class is not filling their needs.

The question of a separate facility was brought up by one member of the group. To date no separate facility exits. It is the responsibility of each administrator to solve this problem in whatever way he thinks best fits the needs of the child. These children cannot integrate into the education of the deaf child.

The matter of differential diagnoses poses a problem to administrators. There are significant numbers of multiply-handicapped deaf children such as those with impaired hearing and mental retardation, language disorders and emotional disturbances. Some are multiply-handicapped and some are educational failures. Inasmuch as separate programs do not now exist, schools for the deaf are pressuredinto taking these children.

The prime question in this discussion is how these children will be taught. We recognize these children need a special kind of teacher with special techniques, where methods are very important. Teaching this group of children also involves many factors and not the same factors are encountered in every handicap.

Staff requirements for a program for the multiply-handicapped with trained teachers of the deaf also possessing qualifications to teach other specific handicaps would be a difficult program to "sell" to any group of legislators.

Perhaps we should ask ourselves, "Why take these multiply-handicapped children in residential schools for the deaf?" True, there is no other facility for them. However, this is a poor excuse because schools for the deaf are not taking care of and filling the needs of these children., all because we do not have teachers trained in two or more areas.

The mentally-retarded is the largest single group of handicapped children. Administrators of schools for the deaf need to know and to distinguish between the educable and trainable deaf child. Only the former group should be accepted for enrollment in a school for the deaf. This also poses another problem of distinguishing between the retarded child and the under-achiever. The latter should be considered in terms of his level of functioning.

The group assembled felt that the Conference of Executives of American Schools for the Deaf should act in the direction of the alleviation of this problem.

"How, Where and What Kind of Program Should the State Provide

"How Can We Develop Social Competencies and Social Maturity Among Deaf Students in a Residential School?" Mr. Lloyd Ambrosen, Superintendent, Maryland School for the Deaf

(See Table of Centent)

Several ways of developing social competencies and social maturity was mentioned. These included student organizations as found in public schools for hearing students. Chapters of DeMolay, Future Homemakers of America and Future Businessmen of America are active at the Arkansas School.

The socially incompetent deaf students lack the guidance program which promotes social sophistication.

Contacts with hearing peers are provided by having students of the school for the deaf attend Sunday School in town with hearing children.

Student responsibility is being developed through discontinuing the customary call to meals. Students now must assume full responsibility for coming to meals on time.

Parent institutes have played a small part in promoting social maturity. School philosophy is explained to parents prior to the opening of school. Parents are then expected to cooperate with the school in those measures which contribute to social maturity.

Social maturity in the deaf child is enhanced by helping the parents understand their deaf child. Administrators cannot require parents to attend parent insitutes and the only way to reach some parents is through exclusion of their child from school.

(At this point it was 12 Noon and the group adjourned.)

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
PROGRAM
Thirty-Sixth Regular Meeting
April 12-17, 1964
Riverside, California

ADMINISTRATIVE PROBLEMS

SECTION TWO: SMALLER SCHOOLS

Section Leader:	Mr. Armin G. Turechek
Recorder:	Mr. Robt. W. Tegeder
Number Present:	42

Topic for Discussion:

"What Changes Should be Made in our Vocational Curriculum to Meet the Needs of the Deaf in our Rapidly Advancing Technology?"

Paper presented by Mr. Carl Smith. (An outline of the paper presented is attached.)

Mr. Smith emphasized the importance of vocational teachers requiring reading relative to the particular trade being studied and later pursued. He also emphasized that a philosophy must be engendered in the student in order for him to be constantly aware of the fact that his labors must be of a quality which enables the employee to not only earn his own salary but to realize a profit for the company as well.

Topic for Discussion:

"How, Where, and What Kind of a Porgram Should the State Provide for the Multiple Handicapped Deaf Child?"

Paper presented by Mr. A. S. Myklebust. (A copy of the paper presented is attached.)

Mr. Myklebust pointed out that the one most important ingredient in an effective program for the multiple handicapped deaf child is a competent and adequately trained staff.

Topic for Discussion:

"Developing Social Competencies and Social Maturity in the Small Residential Schools for the Deaf."

Paper presented by Mr. Joseph P. Youngs, Jr. (A copy of the paper presented is attached.)

Mr. Young cautioned schools against exploiting their deaf students by making them peddlers of various items such as tickets to PTA and school functions at the very time that the state is spending thousands of dollars for the purpose of preventing students from becoming peddlers.

Following presentations of the three papers, a discussion period was held. Some of the questions discussed and comments directed thereto are herewith presented.

I. Following is a question discussed relating to the vocational curriculum:

Question:

Have we established what should be in the vocational areas in smaller schools for the deaf?

Responses:

1. It is impossible to establish what shall be and what shall not be included in a vocational curriculum since every state is different and presents different vocational opportunities.

2. Feeling was expressed that schools for the deaf should be training boys on the tape machines and mixer machines (these are not expensive) because our boys cannot run them. So, the regular printing shop as we think of it today, is rapidly becoming obsolete.

3. Offset printing is still a very good area, and it should be noted that girls, too, can function in an offset printing shop.

4. There may be Federal assistance available in the near future to help schools for the deaf up-date their printing departments.

II. Following are questions discussed relating to programs for the multiple handicapped:

A. Question:

What is the established trainable I.Q. as you see it?

Responses:

1. It seems that deafness subtracted from I.Q. tends to make a student appear poorer than the normal student.

Perhaps an I.Q. score plus 10 would be more realistic. However, this varies with the individual and the tester, so no hard and fast line of cut-off can be established.

2. **We should look at a child's total profile rather than just a single facet such as I.Q. score.**

3. **Psychologists and psychiatrists within the various states should be encouraged to visit their local schools for the deaf.**

4. **By and large, alumni groups want the multiple handicapped segregated from the "normal" deaf child.**

B. **Question:**

Is the reluctance of schools for the deaf to accept the multiple handicapped child tending to diminish?

Responses:

1. **We don't see how schools can avoid getting into the field of educating the multiple handicapped deaf child.**

2. **Many schools have employed psychologists until at present, there are but a few schools who do not employ at least one, and it should be noted that nearly all schools who have no psychologist on their staff want one.**

3. **The thought was expressed that it is not possible for schools to secure psychologists trained in the area of the deaf. Thus, it becomes necessary to employ a regular psychologist and then orientate him to the field later.**

4. **Feeling was expressed that teachers of the deaf tend to be so specialized that they do not want to deal with the multiple handicapped deaf child who offers a new and different challenge.**

5. **One school in a large state which does not accept the multiple handicapped child drew up a plan of need for this group and distributed it to parents of multiple handicapped deaf children when they applied for admission to the school. The school explained that it was not equipped to serve them but that they should press for an adequate program among the powers that be; chiefly, the state legislature.**

6. It was emphasized that no one criticized schools for "extra" services, just "under" services.

7. All schools feel that the multiple handicapped deaf child presents a very pressing and immediate problem.

8. The feeling was expressed that the reluctance on the part of teachers to deal with the multiple handicapped deaf child stems directly from the reluctance on the part of the administrators to deal with the problem.

9. It was stated by Dr. Doyle that there are now approximately 400 multiple handicapped deaf children in the state of California.

At this point the recorder was directed to formulate the following resolution and forward it to the chairman of the Resolutions Committee, Mr. Archie Leard.

Resolution: That the Conference of Executives devote a very substantial portion of its program in 1966 to the problem of the multiple handicapped deaf child, inviting program participants conversant with help available, for the purpose of presenting our problems and receiving their suggested helps. (Unanimously approved, 10:55 a.m., April 15, 1964)

III. Following is a question discussed relating to social competence for deaf children.

Question:

Should our deaf children be given more freedom in downtown shopping?

Responses:

1. The question is hard to answer since there is the problem of shoplifting and what to do with things that are accidentally broken in the store. Children must be taught to be honest when things are broken and not to conceal them under their coats and walk out with them.

2. The deaf, all too often lose their jobs, not for lack of skill, but for lack of social competence.

3. As an example, one deaf girl was critical of the employees' bathroom, and this led to loss of her job. Another girl complained of no elevator, and this resulted in the loss of her job. Deaf students must be taught when it is and when it is not permissible to complain.

4. Employers tend to judge all deaf persons as a group rather than as individuals, as is the case with the hearing populace.

5. There is no outward sympathy for the deaf because their handicap is not visible.

6. One school indicated that it has a class called "Life Problems" which it considers to be extremely valuable. This school invites outsiders to come into the school and discuss such topics as social security, retirement, application forms, income tax filings, etc. The class meets daily. Several other schools indicated that they have started similar classes. An expressed need was for a detailed course of study and that the training in this area should start early.

7. The suggestion was voiced that perhaps the leadership training students at San Fernando Valley State College might make a worthwhile project of developing a comprehensive course of study in this area.

8. Another suggestion was that Captioned Educational Films, Incorporated, might be able to help in this area.

9. It was pointed out that Row-Peterson has a social adjustment textbook for elementary levels which is available.

10. Mr. Archie Leard, Superintendent of the Saskatchewan School for the Deaf, indicated that his school has developed a modest course of study but that he would be happy to make it available to any school requesting same.

11. It was the unanimous feeling of the group that getting students to participate in a learning situation or experience is much better than to lecture to them.

Respectfully submitted,

Robt. W. Tegeder
Recorder

"WHAT CHANGES SHOULD BE MADE IN OUR VOCATIONAL CURRICULUM TO MEET THE NEEDS OF THE DEAF IN OUR RAPIDLY EXPANDING TECHNOLOGY"

By Roy Parks

Figures showing the rapid advances being made in technology and how such advances affect the labor market are multitudinous! We heard relatively little regarding expansion of vocational programs in the public schools until the late John F. Kennedy brought it to the attention of the public, and President Johnson has continued the emphasis given by the late President. This has brought about a wave of evaluation studies of public school systems and of their offering to the students. A change of philosophy has occured whereby it is as honorable to be "a worker" as a "white collar man." As a result of the two above mentioned factors, feverish activity to build vocational and technical schools is taking place.

It is my feeling that threats to the employment of the deaf do not come from the rapid advances of technology, but rather from the awareness of the need for programs of vocational training in the public schools. With the offer of financial help from the Federal Government, it will be easy to convince the evaluators, businessmen, news reporters, legislators and congressmen, that there is need to proceed with all haste to expand vocational training in the public school systems.

There is no question as to whether or not Schools for the Deaf will be evaluated; rather the question is how will they be evaluated? Schools for the deaf are being evaluated daily by businessmen, news reporters, teachers, administrators, legislators and congressmen. Many of these judgements are sporadic and based on meager and unsubstantiated or erroneous data. We cannot afford to depend upon impressions and snap judgements to establish the validity of our goals, methods and results. Therefore, the time has arrived when we must give consideration to our whole system of education and not just one phase. Our goals, methods and results will come under scrutiny. An increased interest, from the Federal level, in education for all the population has focused attention upon the physically handicapped, of which we are a part. Education cannot be divided easily nor wisely into separate parts. Vocational and Technical education is not separate from general education. We as administrators, must keep our eyes on the whole system of education not just a segment.

There were a number of Public Laws passed by the 88th Congress which will affect us as administrators. Public Law 88-210 has far reaching implications. In brief, this law provides for a greatly expanded vocational program in all school situations. First, it provides for expansion of vocational work in already existing programs. Secondly, it provides for pilot or experimental programs to meet any special needs of persons with physical handicaps. Third, it provides for "regional vocational and technical" schools.

The Manpower Development and Training Act is an act, which after s survey has been made, youths out of school may be trained in occupations where jobs are readily available. Training in this area of education is now underway--especially in I.B.M. This act also makes it possible to establish night classes where there are demonstrated needs for them. Also, the Literary and Basic Education Act for adults is another program which will exert some influence on our actions. Some may want to explore this act further.

The Vocational Rehabilitation Acts have been expanded to the point whereby it is possible for V. R. A. to establish facilities for vocational and technical training.

Section 524 of the Mental Retardation Act provides for demonstration grants for the deaf and hard of hearing. There is no stipulation as to whether these grants be made for academic or vocational projects. Likewise, Section 522 authorizes grants to be made for the "training of teachers of the deaf." Again, there is no stipulation as to whether these scholarship grants are to be made to academic or vocational teachers.

It seems to me that it is clear we are all going to be faced with decisions which we may not find too easy to make in the very near future. With additional emphasis on public school vocational and technical training, more vocationally trained hearing students will be turned out to compete with students graduating from the residential schools. Using a personal reference, Arkansas has three new vocational schools--two state owned and operated, and the other operated by V.R.A. All three are training printers and operators of offset equipment. Act 88-210 authorizes the establishment of an additional ten vocational schools. Competition will become keen.

Since V. R. A. has training facilities at the Hot Springs Rehabilitation Center for vocational training, shall I send our students for training at this facility, or, shall I apply for vocational aid under Act 88-210 and compete with the public vocational schools? If we decide to send our graduates to the V. R. A. center, shall we concentrate our efforts on a pre-vocational and guidance program rather than a vocational program? Shall we decrease the amount of time devoted to vocational pursuits and add this time to academic pursuits in the areas of language, arithmetic and communication skills? The Manpower Development and Training Act will provide training in areas where there are demonstrated needs for the graduates of the school, or, the "drop outs", which are perhaps our greatest headaches. This program is under the management of the Employment Security Division but does not have counseling, guidance, social adjustment nor special instructors for the deaf, but it does train in areas which assures the person a position upon successful completion of the course. What course shall I take? You have the same decision to make.

There has been considerable discussion regarding the responsibility of the residential school to establish night classes for the adult deaf. In fact, it has been tried out in several schools. Under the Literary and Basic Education Act, we are now eligible to receive aid to establish night classes along academic lines, but am I "my brother's keeper?"

With the National emphasis on vocational and technical education as it is at present time, we could move in one or more of four areas:

(1) Up-grade our present vocational programs where the school is large enough to warrant a true vocational program.

(2) Affiliate our programs with existing vocational and technical programs, using interpreters.

(3) Use V. R. A. Comprehensive Rehabilitation Centers. I believe there are three such centers in operation at this time. One is located in Hot Springs, Arkansas, one in Richmond, Virginia and one in Johnston, Pennsylvania. These centers offer more services than can be found in vocational and technical schools. The center in Hot Springs offers counseling and guidance, evaluation, social adjustment, vocational and technical training. I presume the other Centers offer about the same services. The Hot Springs Center has a Coordinator for the deaf. He acts as an advisor to the center personnel and interpreter for all of the personnel. These centers are residential in nature and offer more freedom to the students than can be offered in a residential school for the deaf. This is a "half-way-house" situation for the deaf.

(4) Under existing Federal legislation, vocational and technical schools for the deaf could be established under V. R. A. All that is needed is authorization for financing regional schools. We have every indication that this could be accomplished after two surveys are completed - one in the East and one in the Southwest; two or more pilot schools put into operation, and then a final blueprint of the regional schools desired be drawn up by the advisory committee which is in existence. We have reason to believe that support for regional vocational and technical schools can be had from the National Rehabilitation Association and V. R. A.

We undoubtedly will be called upon to make a decision relative to the direction which we will take. A combination of two or more plans for vocational and technical education seems to offer a solution of the problem facing us. Regardless of the course we may take, there is evidence before us that changes will be made in our

present day goals, methods and results. It is hoped that we can be evaluated in the proper manner by competent persons, and we will have a broader program which will meet the needs of all the deaf.

You have waited patiently for suggested changes in vocational curriculum, but no changes have been offered. Instead of changes in curriculum, I have offered four plans or a combination of plans to meet the problem. There is in existence an advisory committee for the two studies which are now underway. This committee is composed of competent men covering a broad field. Certainly, this committee would be in a much better position to make recommendations for changes in curriculum, after it has sufficient facts, than I.

WHAT CHANGES SHOULD BE MADE IN OUR VOCATIONAL CURRICULUM TO MEET THE NEEDS OF THE DEAF IN OUR RAPIDLY ADVANCING TECHNOLOGY?

Carl Smith

I. BASIC ASSUMPTIONS

A. Our graduates will be expected to make a living.

B. Making a living is difficult without some special skill other than academic.

C. Our schools are the only schools a high percentage will ever attend.

D. Our equipment is obsolete.

E. Our instructors (if deaf) have no place to go to take refresher courses or training courses on modern equipment or methods.

F. No contact with industry as to needs and qualifications for employment.

G. No training center for new instructors that has a basic understanding of the loss of hearing.

H. Our students are immature, sheltered, completely inexperienced, and often inexperienced in learning.

I. Our students should be in school longer, attend night school, summer school, and vocational school.

II. WHAT CAN WE DO?

A. Have very definite step-by-step courses of study in each department.

B. Have instructors use job sheets as soon as possible.

C. Have students figure costs.

D. Do not allow pupils to be excused from vocational classes to do ordinary jobs for faculty, etc.

E. Require instructors to work during summer at trade they teach.

F. Visit employment offices to determine shortages in skills and trades.

G. Upgrade our equipment:

Tape punchers	Mixer Linotypes
Ludlow Typecasters	Offset plate making
Varietyper-offset	

H. Teach the girls to do better those things they are most apt to do as housewives and mothers.

I. Have courses in vocational language - lessen the laboratory work - increase the language, vocabulary, and mathematics courses.

J. Require more reading on vocational subjects - work books.

K. Teach safety rules.

L. Teach care and use of equipment and proper attitudes toward job and instructions.

M. Have popular successful alumni motivate pupils.

N. Remember, our profession is teaching, not production, not supplying cheap labor for some individuals.

O. Teach application, union requirements, shop rules, no talking, punctuality. The employer pays a salary on the basis of profit from labor.

P. Require lesson plans of instructors.

III. THEN WHAT?

A. Face facts

1. We cannot teach all.
2. Vocational rehabilitation is of little help for it has no place to send students for instruction.
3. Teaching with the hearing by using interpreters is impractical.
4. The trainable is the problem - instructor should use language the student can understand, not what the instructor thinks he understands.

B. Our Needs

1. Special schools supported by Federal Government for advanced training in vocations we teach plus training in those not taught.
2. Closer contact with the alumni to determine their needs.
3. President of NAD should be a member of the Conference Vocational Committee. We exclude the alumni from the court and jury rooms. They should be testifying and supplying testimony - need integration.
4. Deaf employees are faithful-profits are made by hiring deaf employees.
5. SILENT WORKER changed.

IV. There are many things to do, we can talk about them or do something about them. We can haggle over pet ideas or compromise and do something. Our nation was founded on compromises. We can ask this one and that one - or we can tell them.

HOW, WHERE AND WHAT KIND OF A PROGRAM SHOULD THE STATE PROVIDE FOR THE MULTIPLE HANDICAPPED DEAF CHILD?

A. S. Myklebust

No administrator of a school for the deaf is unaware of the fact that impaired hearing is often found in conjunction with other handicaps. It also seems to be generally agreed that the incidence of children with multiple disabilities is on the increase. While any of us may have difficulty in giving conclusive proof of the increase in incidence, we as educators of the deaf and hard of hearing, are aware of the need for more specialized programs for children who present problems in addition to their hearing loss.

At the outset permit me to state that I do not claim to be an authority on the problem at hand. My purpose today would be that we give serious consideration as to plans and procedures which might be of practical value to those who administer smaller schools for the deaf and hard of hearing. These smaller schools must render services to a large area which is sparsely populated. Since South Dakota is such a setting it will be my purpose to make suggestions which might be possible and workable in our state.

In discussing the How, Where, and What for these children it seems the "How" is the more important. When the "How" is determined the where and what would be closely related.

STAFF

The most important ingredient in any plan is personnel which is competent to diagnose and supervise whatever program is established. Since we are considering the multiply handicapped deaf child it would appear the director of this program should be on the staff of the School for the Deaf. This might be the School Audiologist or Psychologist (providing they are adequately trained).

SUGGESTED PROGRAM OF PROCEDURE

The first assignment would be to determine as nearly as possible how many prospective students must be planned for in such a program. Which combination of handicaps will the planned program be able to work with and fit into the program. Through a series of free clinics throughout the State in cooperation with the State Board of Health, Crippled Childrens Division, Special Education Department, Schools for the Deaf, Blind, Mentally Retarded, it should be possible to give a preliminary screening of children in need of these more special services. Those children indicating needs for further specialized services should then be referred to a more adequate clinic which should be held near the best medical facilities in the state. Such a clinic should then be staffed by (a) pediatricians (b) orthopedic surgeons (c) neurologists (d) otologists (e) ophthamologists (f) psychiatrists as well as representatives from the educational services. It seems that such a service would then tell us who and how many we must provide services for.

Assuming that this program would tell us how many students we might expect in the various multiple handicapped groups such as the mentally retarded deaf child, the emotionally disturbed deaf child, the aphasic, etc., it would then be possible to proceed with more specific plans on how to carry out a program, what type of facility is needed and where the facility should be located.

Inasmuch as the nature of the auditory disorder in each of these groups is widely different, their needs, too, are basically different. Therefore, recommendations for training, to be most effective, must be based on the total nature of the disorder, not only on the lack of response to sound. I do not contend that all of these children in need of these special services can be cared for in a school for the deaf setting. However, it seems imperative that we as administrators evaluate our present programs and broaden our sights and attempt to provide additional services for as many of these children as possible. In some instances this may involve a change in the legal structure. It may involve a more definite program of cooperative services with the Special Education Department, Mental Retarded Association, and other agencies, to make periodic reviews to determine if the child might make better progress in other settings.

FACILITIES

The number of students determined to need these services would also determine the size and kind of facility needed to carry out this special service. It would seem a special unit on the campus of a school for the deaf (if the school is near a medical center) could be constructed as to provide a modest unit to provide both residential or day care. A facility in which classroom, dormitory, dining and recreational facilities would be included.

PARENT PROGRAM

Even without an elaborate facility perhaps we are remiss if we do not carry on an active program of education with the parents of these children. It is apparent the Mentally Retarded Association has made great progress in the area of parent education as to how to meet the problems of their children. Surely the least we could do would be to provide staff people who might assist us in such a program.

CONCLUSION

Again I stress that the most important factor in all these plans is the staff. A staff which is highly trained is a must and without it one would be better off not to attempt a special program at all. Possibly with the emphasis now being made in all areas of speciality these trained people will soon be available. Will we be prepared to accept and use them?

HOW CAN WE DEVELOP SOCIAL COMPETENCIES AND SOCIAL MATURITY AOMONG DEAF STUDENTS IN A RESIDENTIAL SCHOOL?

Lloyd A. Ambrosen

The topic assigned to me for a five minutes introduction "How can we develop social competencies and social maturity among deaf students in a residential school?" is a subject which possibly has as many opinions as there are people concerned with these children.

As a frame of reference, I would suggest four areas for consideration as having important influences on this topic. Our section represents the larger schools. It should be obvious that the differences between large and small schools is one of degree in terms of numbers of children and staff.

Since we are dealing with deaf children the factors of etiology and onset present problems that are of paramount importance. It appears that before World War II about fifty percent of our children were congenital in terms of onset and the etiology represented was to a large extent due to the traditional communicable diseases. Today, in some schools, and I suspect in most schools information available indicates that about seventy-five to eighty percent of our pupils have their hearing losses present at birth. In addition to onset, etiology plays a role which tells us the types of children for whom we are responsible. While the native intelligence of the children has probably not changed materially, the larger numbers of congenital but exogenous deaf children suggests that they have the more serious difficulties in learning the communication skills of lipreading, reading, speech, manual communication and written language. Realistically we face the fact of the relation of moderate to severe neurological damage to problem of learning symbolic behavior and its influence on acquisition of social competencies and adequate social maturity. Myklebust suggests hearing impairment does alter the organism because of its pervasiveness.

The second area bearing on this question is the school itself. Buildings, grounds, location of the school, and the kind of staff in terms of numbers and training are some of the factors that need to be analyzed. Residential schools the country over have for many years provided recreational and organizational outlets such as Scouting, social and service clubs, party activities, athletics, intramural sports, etc. in which almost all pupils within a given school participate. These activities make important contributions to the concrete experiences of the children.

With reference to personnel we are all too often faced with budgetary limitations preventing the establishment of a table of organization which would provide appropriate professional personnel and in sufficient numbers to offer the kind of well-organized programs we need to establish.

For some schools the location and proximity to the homes of the children and the ease of modern transportation results in a large exodus each weekend. This leaves few, and in some cases no children staying at the school on Friday, Saturday, and a major portion of Sunday. This presents administrative problems in scheduling many of our traditional activities during the week which tend to interfere with the study hour, intramural and varsity athletics, teachers meetings, etc. A good question is then, "what should be done for the children who remain each weekend?"

From the very beginning we tell our little children how to do this and that with the result of carrying this practice over into high school. We are prone to not allow children to make mistakes. In planning activities we generally permit the children to assist faculty advisors who have been assigned responsibilities for particular extra-curricular duties. We may be guilty of over-protecting the pupils to the extent they are not permitted to see the errors in their plans and the embarrassing results when put into practice. We should not fear the results but rather look upon them as real learning experiences. It is generally helpful to the children to have a review of their plans after an activity is over for the purpose of critically examining the strengths and weaknesses of their planning. It is the responsibility of staff members to create situations which provide learning experiences utilizing the community as well as the school.

Perhaps a concerted effort should be made to have all teacher preparation centers devote a part of their curriculum to theories and principles of conducting extra-curricular activities and how to develop social maturity and social competencies. All too often personnel are prone to look upon extra duties as an irritating and time consuming responsibility.

Another area to be considered under our topic is that of the home. Very few parents, except those who are deaf, have the ability to communicate with their deaf children before they begin their formal education. In many instances parents find it too difficult to communicate with their deaf children even after they reach high school. It is from the parents that children with hearing learn a code of behavior and from whom they receive training in social competencies which is denied or seriously impaired to the deaf child. When deaf children reach the age of acceptance in our schools we face a task, not only in educating them, but also establishing their roles in our society.

A very commendable program found in many schools is that of parent education institutes which assists them in gaining a greater understanding of deafness. This should do much to enhance the role of the parents in guiding their children. Such a program should do much to reduce the tendency of many parents to abdicate their responsibilities in favor of the school.

Another aspect is that of transfer children from inadequate educational programs that fail to meet the educational needs of deaf children. Often we find twelve year olds and older possessing normal intelligence enrolling in our schools having little better than a first or second grade reading level. The educational misfit presents a problem that requires a "crash program" in education and learning how to live with other people.

In regard to the home we must look at the widespread practice of both parents working full time. Mothers have little time to give to their children when they engage in full or part time employment. Weekends are spent catching up on household chores, trips to shopping centers, department stores, and socializing. The deaf child is left with an older brother or sister or with one parent or the other on an alternating schedule.

Finally we need to look at the kind of world our deaf children will face when they graduate and when they reach full maturity with family responsibilities. Automation, transportation, the changing character of many types of industries, suburbs, slums, and racial problems in metropolitan areas where the deaf tend to live are some considerations that need attention.

Increased leisure time is another problem we face at the present time. Recent articles in Life Magazine drew frightening pictures of the difficulties that exist now and almost unbelievable conditions that might prevail in the not too distant future. Serious thinking sociologists and economists have suggested that people be paid for not working after the age of forty-five. Whether the suggestion has any merit or not, it does reflect the deep concern of professional people.

We have a mutual problem. If the discussion today leaves us uneasy we may be sure we are progressing toward our objectives on the behalf of deaf children.

DEVELOPING SOCIAL COMPETENCIES AND SOCIAL MATURITY IN THE SMALL RESIDENTIAL SCHOOL FOR THE DEAF

Joseph P. Youngs

Small residential schools for the deaf have administrative problems quite significantly different from the larger ones. I have been associated with both types of schools and am currently responsible for the program of an elementary residential school of one hundred and thirty-six children. The problem of developing adequate social competencies within the framework of a small school set-up is an ever present one. My comments in this paper are designed to start the ball rolling in a discussion on how we, in small residential schools for the deaf can go about developing social competencies and social maturity among our children.

Among the various developmental phases in children which schools for the deaf endeavor to build into their programs, those of social competencies and social maturity are of tremendous importance. The large residential school for the deaf is able to offer a variety of activities geared toward providing opportunities for growth in social competence.

In the small residential school for the deaf, however, usually only professional staff is aware of the need for developing wholesome social skills, and it structures programs along these lines. This is not always easy because the size of the school limits the scope of its activities. The classroom teacher works constantly on developing the social graces, but much more than that is needed. There are many subtle attitudes to be developed under specific and unusual circumstances. Can these be done in the nonacademic areas of school life? The vocational teachers, the dormitory counselors, the physical education staff, the boy and girl scout leaders, the religious volunteer workers, the infirmary staff, and the housekeeping and dietary personnel all have opportunities for observing and guiding deaf children. Do we, or can we, take advantage of these personnel?

In the vocational department, of course, the instructors have the tremendous responsibilities of developing competencies to the point where the deaf children will be not only skilled workers but also workers who will be able to make satisfactory adjustments in highly emotionally charged vocational environments. Our deaf men and women in industry and in business learn the hard way the necessities of wholesome social and human relationships. What can we do to prepare our children for this?

The dormitory counselors contribute tremendously because it is usually their load to be responsible for the relaxed inter-relationships of the pupils when they are shopping, attending the theater, playing together in the residence halls or on the grounds or simply living together, sharing sleeping quarters and shower rooms. How can a small school develop a program in the residence department geared toward providing wholesome social competencies among the deaf children? Especially is this a problem in matters of co-educational activities in the boy-girl relationships.

Teachers and dormitory counselors often working together can help the children by creating situations geared specifically for the development of social skills in sponsoring parties, dances, banquets, field trips, conferences, and the like.

Significant in social maturity is in the matter of human relationships. How do boys and girls representing varieties of cultures and attitudes work and play together harmoniously? I think in schools for the deaf we encounter significantly little human relations problems stemming from ethnic, racial, religious, and social differences. However, prejudices of a different nature do emerge sometimes to the point where a boy and girl are in danger of becoming an educational casualty. Wholesome student government and student leadership can do much to integrate children of various backgrounds and promote harmonious human relations. Clubs and organizations geared around particular interests of groups of children are excellent areas for these activities. The big problem for the small school is who will be the adult sponsor. The small residential school for the deaf just does not have enough people on its staff to provide for the variety of experiences the children should have.

In the field of interscholastic sports, the small residential school has far fewer opportunities for developing social competencies by engaging in sports' competitions with local schools in the community, and if geographically possible, with other schools for the deaf. This type of activity broadens the base of human experiences for our children so that they become aware of similarities and differences and the need for social skills in meeting these similarities and differences.

Some smaller schools for the deaf must depend exclusively on volunteer workers in order to have any kind of program. Volunteer workers usually assist in the scouting programs and in religious education. I believe that we as administrators of small schools for the deaf should not be content to accept the volunteer services without giving them careful scrutiny and maintaining a close supervision. Otherwise, the desired skills which the volunteers workers hope to obtain may not be developed, and sometimes less desirable attitudes and habits emerge. Good volunteer workers may be the answer. But, how does a small school for the deaf acquire them, nurture them, and train them, and, after a period of time, how does it keep them from quitting? Some superintendents are wary of volunteer workers because they acquire a little knowledge of the deaf and then become "self-styled" experts. This has to be kept uppermost in the mind of the administrator when he accepts the services of volunteers. The administrator can never relinquish control of the children to volunteer workers. His finger must be in the pie at all times.

The role of the parents in the development of social competencies should always be considered, and I wonder if this is not a greatly overlooked potential source of wholesome training. Many parents provide the necessary programs for their children, instinctively, and in a wholesome manner. How can we in our schools for the deaf recruit the help of these parents of our deaf children to get them to make their own very important contributions in the development of social competencies?

I hope I have opened a few topics for discussion. Some may not be of particular significance and others may require further exploration. Perhaps we ought to agree on what social competencies we hope to develop or should be developing before we do any further thinking on the subject. Consider the role of religion in the life of children who are deaf and how we can go about developing proper competencies in this singularly important phase of their lives. I am sure, however, we all agree that a socially competent deaf person, mature in all areas of human relations activities, is bound to be a happy deaf person, and this, after all, is the major goal of our schools for the deaf.

ADMINISTRATION

Ben E. Hoffmeyer, Superintendent
N.C. School for the Deaf

The Administrative structure of schools for the deaf in the United States have gone through minor changes in the last two decades, and the position of Administrator has changed significantly. The Superintendent of years ago was a king of an isolated island of very special education. He had very little dependency on the various agencies of the state and no dependency on any national agency. His public relations obligations were few. I think we could make a fair estimate and say that 85 percent of his time and energy was expended on the campus in direct contact with staff and pupils. Certainly he was more intimate with the details of running a school than an administrator can afford to be in 1964.

As we are assembled here today as administrators of large schools for the deaf, we find ourselves with broader and more involved responsibilities than once was the case. Our field has seen fit, and rightfully so, to invite the peripheral fields of Social Welfare, Audiology, Psychology, Neurology and various other fields of medicine to aid us in this complex task of teaching deaf children. This adds to our responsibility, for it is necessary that we have general knowledge of these fields and know something of the general application of them to the education of the deaf. We have to work closely with the organization that each of these has. This then requires voluminous reading, extensive travel and association.

The parents and the public in general demand to know more and as a result our public relations must be of greater volume and more varied. Public Relation in itself could be a full-time job, so we find ourselves traveling salesmen among other things.

The demands are greater and an individual has limits to what he can do. It is obvious that we must delegate more responsibility than we have ever done in the past.

I am strong in the belief, and this is supported by authorities in the field of Educational Administration, that there should be a single executive head of a school, yet each of us finds it necessary to delegate heavy responsibilities to various people on our staffs. In the book, Educational Administration, by Morphet, Johns and Reller, it is stated:

> "The necessary authority to accomplish a task should delegated at the same time that the responsibility for the task is assigned; every person in the organization should know to whom and for what

> he is responsible, and no individual in the organization should be required to take direct orders from more than one person."

Organization in our larger schools is more of a need today than in the past; policies and programs will have to be clearly stated and understood, yet be flexible enough to permit reasonable management. Our personnel needs to be selected carefully for they will have heavier responsibilities than in the past, and we will have to provide incentive for all members of our organizations to carry responsibility.

We are here today to discuss pertinent problems related to the administration of large schools for the deaf. We sincerely hope that for each problem we find an answer.

Dr. Tillinghast has accumulated questions sent in by various administrators. I urge each of you to share your wisdom freely as we discuss these problems.

HOW CAN THE VARIOUS DEPARTMENTS, PROGRAMS AND SERVICES Offered By A School Be Most Effectively Coordinated For the Benefit of the Student?

Isn't it nice to be from a small school? Our Wisconsin School for the Deaf has only 180 students with 82 employees, 30 of whom are teachers. We are just one big happy family with good communication and coordination among all departments. I'm sure the programs and services which you offer in your school are good ones, too, and are well coordinated for the benefit of your pupils.

I know you have faculty meetings. This is one way for teachers to get together to plan what is best for the students. This service is strictly within the educational program, so the coordination of all departments is not always effected.

We have the Wisconsin Rehabilitation Center for the Deaf on our campus. This is for pre-vocational training, vocational evaluation, and for personal and social adjustment. To do this service for the benefit of our students or adult clients requires team work among the teaching staff, the psychologist, audiologist, vocational coordinator, principal, dean of students and the superintendent. All are involved in certain staffing sessions. Again, this program is heavy with educational staff.

At The Wisconsin School for the Deaf, we hold bi-monthly staff meetings of all department heads. This includes the principal, vocational coordinator, dean of students, head nurse, dietitan-matron, the chief engineer and myself. This gives all of us an opportunity to understand each other's problems, programs and services and to work toward something of benefit for the students.

Twice per year, we have Houseparents' Institute with the Wisconsin School for the Visually Handicapped. These have proven to be excellent meetings by coordinating the services of both schools. Our teachers take over as houseparents during the noon hour and for about an hour after school. We feel this gives teachers a better understanding of the dormitory program, thus the deaf child benefits.

We hold bi-monthly meetings of all houseparents with the dean of students, principal, vocational coordinator and superintendent in attendance. This program improves services and communication between the school department and the dormitories; and it also gives a better understanding of some of the problem children.

Speaking of problem children, we also have round table discussions about them. Our latest meeting revolved around a 16 year old youngster who had learning problems along with having frequent seizures and outbursts of uncontrollable temper. The boy was under medication. We feared for his safety and for the safety of other students, teachers and houseparents. Our school physician did not think it wise for the boy to remain in school because of his behavior and because the doctor did not think the medicine was well regulated. This boy was careless in the shop while handling tools, and he repeatedly disobeyed a rule to keep away from machinery. He would not hesitate to fight with a teacher. A meeting was held to see what we could do for this boy. The following people attended: the parents, school physician, the boy's teachers, principal, vocational coordinator, psychologist, dean of students, nurse, our state supervisor of schools and the superintendent. This turned out to be a very good meeting, with everyone laying the cards on the table which gave the parents a good understanding of our program. As a result of our round table discussion and suggestions, this boy has been taken home and is being evaluated by a couple of agencies, the prospect of working in sheltered workshops is being investigated, and a study of his medication is being made.

Since this talk is limited to be only five minutes long, time does not permit me to go into details and cite examples, nevertheless, I have told you something about the coordinated services at The Wisconsin School for the Deaf. Perhaps you have something to tell us about your fine school.

Kenneth F. Huff, Superintendent
The Wisconsin School for the Deaf

HOW CAN WE DEVELOP EFFECTIVE PUBLIC RELATIONS WITH PARENTS, ALUMNI, AND THE GENERAL PUBLIC?

Riverside, California - April 15, 1964
by
Howard M. Quigley, Superintendent
Minnesota School for the Deaf

The first requirement in a public relations program is that we work at it. If we are in a position to hire someone qualified for public relations work we could turn the job over to him, and go on about our other business. But the great majority of us cannot do this, so we have to work at it ourselves.

There is no formula that fits all conditions. Four major aspects of a public relations program are the creation of a good image, avoidance of "educationese", understanding that public relations is basically the relationship between the school, the public and the school's patrons, and the development of internal relationships. With respect to the last, every employee in a school is a public relations person, directly or indirectly. Each one should be informed enough about the school to talk about it intelligently wherever he goes, if opportunity arises.

There are several musts in a public relations program:

a. Inform the public about the work and successes of the school.

b. Establish confidence in the school.

c. Rally support for the program - buildings, financial, educational - of the school.

d. Develop an awareness of education for the deaf for our culture and our economy.

e. Improve the partnership of public and school in meeting educational needs.

f. Evaluate the offerings of the school.

g. Correct misunderstandings of the school's objectives.

There are two basic fallacies that persist in a public relations program. One is that publicity is the only factor involved, and the other is that publicity means the press. An effective public relations program is more than the above, or of just good intentions. It embodies these basic steps:

a. Definition of the major goals. Exactly what is to be accomplished?

b. Definition of the audience. Just who are the people to be talked of?

c. Selection of techniques and methods.

d. Determining the timing. What will be the most effective time. Putting first things first.

e. Evaluation of the program; measuring the results.

With this brief foundation for developing a PR program, what is suggested? The following may be helpful, for starters:

a. A "master" committee to concentrate on a PR program, and control it. This committee would:

    aa. Study the needs of the school.
    bb. Determine procedures.
    cc. Implement procedures decided upon.

b. Parent-school conferences.

c. TV and radio presentations.

d. School publications.

e. Extra-school contacts - speeches and programs.

f. Orientation of visitor groups.

g. Representation on the executive board of the state education association.

h. Use of services of the state editorial association.

i. Hobby shows, parades, etc.

Finally, a grandiose plan is not necessary, but one that is carefully thought out and implemented can be quite effective.

REPORT ON PROJECT NO. 467 ANALYSIS OF COMMUNICATIVE PATTERNS IN DEAF CHILDREN, CARRIED OUT FROM 1959-1964 UNDER A GRANT FROM THE V.R.A. OF THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D.C., TO GALLAUDET COLLEGE

BY BERNARD TH. TERVOORT, S.J.,PH.D.

For six years ten minutes conversation units were filmed of twelve subjects at the North Carolina School for the Deaf, in Morganton, N.C., and of twelve subjects at the Indiana School for the Deaf in Indianapolis, Indiana. The age of the subjects ranged from 7-12 in 1959, and from 12-18 in 1964. They were filmed in couples of two, with a telescopic lense. Although they knew that they were filmed, they did not show camera consciousness, and their conversation was not noticeably influenced, with a few exceptions. No further instruction was given to them, but the simple demand to converse the way they were used to. The filmed subjects themselves assisted in the decoding of the films, which was further carried out by deaf High School students of the schools mentioned, helped - if necessary - by teachers or house parents, all this under the direction of the principal investigator. During the fall and the winter a strictly parallel project has been carried out since 1959-1960 in the Benelux Countries, at the Royal Institute for the Deaf in Groningen, the Netherlands, and at the Royal Institute for the Deaf in Brussels, Belgium. The collecting of the material in the U.S. schools will have been completed in July 1964, the end of the data collecting in the Benelux will be finished in February, 1965. The Benelux part of the project is partially sponsored by the Netherlands Government Department of Education.

The principal investigator has given papers on the progress of the project. He has reported the progress in publications, and he has lectured about it in his courses. Some of the papers were: at the Convention of the Instructors of the American Schools for the Deaf in Colorado Springs, 1959; in Salem, Oregon, 1961; in Washington, 1963; at the Convention of the Executives in Austin, 1962; at the Alexander Graham Bell Convention in Pittsburgh, 1960 and in Atlanta, 1963, at the C.E.C. convention in Los Angeles, California in 1960, and in Detroit, Michigan in 1961; at Indiana University in Bloomington, Indiana, 1960, 1961 and 1962, during the conference on Paralinguistics and Kenesics at Ball State College in Munice, Indiana, 1960 and 1962; at Ohio State University in Columbus, Ohio, 1963; at Central Institute for the Deaf in St. Louis, Missouri, in 1964; at the First Congress on Cybernetic Medicine in Naples, Italy, in 1961; at the Fifth International Congress of the World Federation of the Deaf, in Rome, Italy, in 1962; at the Workshop for Teachers of the Deaf, in Heidelberg, Germany, 1962, etc. The two most important publications - apart from those published in Proceedings were: Esoteric Symbolism in the Communication Behavior of Young Deaf Children, as a monograph in the American Annals for the Deaf, November 1962, and Abstractie als Taalkundig Probleem voor dove Kinderen (Abstraction as Linguistic Problem for Deaf Children) in the Dutch monthly for the teachers of the deaf. The courses during which the results of the projects were mentioned, were given annually in Holland at the two training centers, located in Tilburg and The Hague; and at Los Angeles State College in 1961 and 1962, at San Fernando Valley State College in 1962, at San Francisco State College in 1962 and 1963, at Emory University, Atlanta, Georgia, in 1963 and 1964 (to be given), and at Louvain University in Belgium in 1963 and 1964 (to be given). The analysis of the data is not completed yet. There are thousands of pages of it. The growth of communication from a sublinguistic level to the level of language becomes clear, the influence of the teacher and the method taught, under which the private communication of the deaf child grows to the level of English or Dutch. Language through speech appears to be only one means of communication. It is always accompanied by other means, like mimicry, gesturing, movements, postures, and non-phonemic sounds. In the development of the deaf child's communicative behavior some of these are the only ones or the main ones available for the purpose of expressing himself. They constitute a primitive, prelinguistic level. The levels that can be distinguished are: where the object is oneself; where the behavior consists of role-playing, acting, re-enacting; where the communication is carried out through imitating, motivated, natural gesturing; where this is done through beginning agreement upon formalizing signs, recognized through memory and association mainly; finally, where the communication exists mainly out of systematized linguistic units. These units can be words, spoken with or without voice, fingerspelled simultaneously with the speech or independently, and signs with the speech or by themselves. In normal language development these intermediate levels do not occur independently and as the main means of communication. In the development of the deaf child's communication they frequently do. If they are let by themselves, they will grow into esoteric visual communication systems with some linguistic features. They have either to be discouraged completely as soon as they start to develop, or even before that time; or they have to be replaced by a satisfactory other visual system, or to be channeled into an adult visual communication system. The first practice is that of the oral approach; the second one that of the early finger spelling; the third one that of the full simultaneous method. Of all three the material shows results.

As far as can be said now, it is safe to state that all four schools succeed very well in bringing the deaf child as far as incorporating the system of the language taught in the classroom into their own communication. There seems to be more syntactic organization in the communication of the students of the U.S. schools, but less spontaneous use of speech than in the Benelux schools. However, these and other definite conclusions have to wait until all the material is assembled and analyzed. So far, the vocabulary and its growth of the subjects have been established, as well as the growing capacity of making larger syntactical units. This has been done for signs, fingerspelling, and speech, as well as for the combination of those, both on the sublinguistic and the linguistic level. These data will be the first ones ready for publication. For a complete and satisfactory analysis, the investigator will need one to two years part time study. He has applied for an extension which would enable him to hire clerical assistance for the time of one more year. He hopes to have most of the material's analysis ready for publication in 1966.

Bernard Th. Tervoort, SJ.,PH.D.

SUMMER PROGRAMS FOR DEAF AND HARD OF HEARING ADOLESCENTS

By John L. Darby

A brief introductory note about the San Francisco Hearing Society will help you understand the development of our special programs. The Hearing Society is a voluntary agency, a member of the American Hearing Society, which serves persons with all degrees of hearing loss. The three major program aspects are:

1. Social work - both casework and groupwork services
2. Aural rehabilitation services
3. Community organization and education

The funds for the programs come from three major sources: (approximately)

1/3 from United Fund
1/3 from membership contributions and gifts
1/3 from foundations, special grants, etc.

How did we come to develop special summer programs for deaf and hard of hearing adolescents?

First, we had requests for information and/or programs from parents suggesting to us a need.

Second, from discussions with educators in both residential and day programs in the greater Bay Area, we verified the need.

Third, from discussions with community recreation and groupwork leaders we found that deaf teenagers were, generally, unknown to them.

The general conclusion from these discussions were as follows:

1. The majority of severely hearing-impaired teenagers live in a relative social vacuum during the summer months with the general exception of the usual familty two-week vacation.

2. The majority of these teenagers were not familiar with the community resources available to all citizens. They were accustomed to special facilities available for "the deaf" but not of the many public and private facilities open to them as members of the total community.

3. The community-at-large was not aware of the presence of teenagers with this "hidden handicap" and community leaders were unable to say how they might "reach out" to these teenagers.

4. The majority of these teenagers presented a picture of general social immaturity. The average hearing teenager learns through what might be called a "process of osmosis" -- the most important channel for this casual learning is hearing. Also, the problems of dependency on adults and especially on parents during the summer months were immediately apparent.

As a result of these many conferences, visits, etc., the staff of the Hearing Society developed plans for the first summer day camp in 1962. It was to be called "exploring the Bay Area" as the usual "day camp" label had implications of more child-like activities. It was designed for three days a week for a nine-week period with the inclusion of at least two week-end camping trips. The programming was related to the use of resources in the Bay Area in order to live up to the name and purposes of the camp. The announcements were sent out through all available channels -- schools, parents, churches, special groups, etc. Applicants were given intake appointments. There were no restrictions as to race or creed. The groupworker interviewed the teenager, exploring areas of special interests, obtaining estimates of the teenager's communication skills and possibly any personal problem areas which might influence his participation in group activities. The caseworker was, at the same time, interviewing both parents. She explained the general purposes of the camp, gained insights into the parent-child relationships and possible problem areas and settled the financial arrangements (fees were charged but scholarships up to the full amount were available). She also explained that the first purpose of the camp was to help each teenager learn to travel independently from his home to San Francisco and that this would be done by the end of the first week of the camp.

A brief look at the activities of the program:

1. The teenagers met at the Hearing Society activity room to discuss the plans for the day and make any special plans necessary. The second year, the "gathering place" was moved to a community neighborhood center to even further avoid any implications of a "special segregated program". School bus tickets were made available to us by the Municipal Railway and these were used within San Francisco. Then they all went to Telegraph Hill Neighborhood Center. While the girls had a modern dance class (which proved very successful), the boys had directed play activities including basketball, gymnastics, and billiards. Some instruction was available and hearing teenager boys were using the same facilities. Participation was encouraged between the groups. Then the group went to a public recreation center swimming pool where Red Cross swimming instruction at all levels was available and this was followed by free swimming. Again, this was in conjunction with the regular program of that center and the classes were integrated. Following lunch (bag lunches) eaten in the playground of this center, the

group went on an exploring trip within the city of San Francisco (usually) -- this trip having been planned the week ahead of time. Also used as a center was the Junior Museum in San Francisco, where classes in arts and crafts were available and excellent leadership in nature study was given to the deaf teenagers in conjunction with the regular participants. This latter program included the actual handling of animals, study of preserved birds, reptiles, etc. Afternoon trips included exploration of Golden Gate Park with its many facilities, the zoo and other such public facilities. A program of special interest was that at the City-sponsored Photography Center where training was available in picture developing, enlarging, photographic techniques, etc.

Fridays were special trip days and these were planned well in advance with as much participation as possible by the teenagers themselves. Trips included some of vocational interest (and out of this developed some special school-year trips) -- visiting plants and businesses in which deaf adults were successfully employed. The camping trips were special "highlights" and two Fridays were spent in the preparations for these trips. The teenagers planned the menus for the weekend, arranged the finances within the allotted budget and did the actual shopping. State parks were primarily used for the overnight camping trips (as well as for some of the single-day trips) and group-use involved the making of reservations, paying of special fees, etc.

As I have been describing the activities, I am sure that you have been aware of the many learning situations that were also "fun". I could not begin to enumerate all of them but let me tell you of a specific day's activity and of some of its "side" benefits.

A treasure hunt was developed as a means of helping the teenagers learn how to travel around the city easily on public transportation. Clues were written simply instead of as riddles but a sample clue went something like this, "Go to the White House and find a egg beater." Now the participants all knew that the "White House" was where the President lives but only one or two recognized it as also being the name of one of San Francisco's larger department stores. Each team (of five participants) had a hearing program aide (most of them volunteers).

If you and I want to find out where a place is, where do we usually look? In the telephone book, of course. But how many deaf teenagers are used to utilizing the telephone book for anything, even as a directory? And what class is going to teach that? By looking up the "White House" and finding the address, they could then look at the map of the municipal railway lines which is also in the middle section of the telephone book and figure out which bus they had to take to get there. When they reached the store (and some went astray before finally getting there -- the hearing program aides went right along with them, permitting them to make mistakes that were not dangerous), they then had to figure out how to find an egg beater. Store directories don't list every item in the store but do list categories. When kitchen wares were found, then the egg beater was found. The next clue then "magically appeared" (sometimes even having been planted with a cooperative store employee) -- and it might have read something like this, "Go to the Buon Gusto and find a mozarella." Do you know what this is? If you lived in the Bay Area, you would!

Incidentally, the final place was one of the beaches on the bay and the "prize" was a treasure of buried watermelons which the teenagers quickly devoured.

When we consider the learning opportunities, coupled with fun, several specific points stand out:

1. The teenagers learned about the use of directories and maps and how to find their way around the city independently.

2. They were given many opportunities for communication with the "service" public -- and the participants were all encouraged to carry pad and pencil with them for verification when oral and/or manual communication was not sufficient.

3. The clues were simple and specific -- but the participants had to work out logically where and how to find the objects -- define categories, etc.

4. Both team spirit and individual leadership were encouraged and brought into action. The program aides were primarily for "insurance".

5. The development of self-confidence through all of the above cannot be measured scientifically but it was subjectively very obvious to all of the program leaders.

This day's activity is but one example of the total program.

During the second summer (1963), we also worked on the development of a summer work camp. Nature Conservancy is a national group dedicated to the preservation of wilderness areas for the benefit of our descendents. They had purchased a beautiful area about 200 miles north of San Francisco. At one time, someone had started a resort there and then abandoned it. There were shells of old cabins, fences, etc., which needed to be torn out so that the pastures and woodland areas could revert to their natural state, providing a refuge for wildlife, etc. In cooperation with the American Friends Service Committee, a three-week summer work camp was developed to do the necessary work.

This was a new concept for deaf teenagers. They were being asked to participate in a work camp (for which a fee was charged for expenses) for three weeks. They were not to be paid for this work. This was to be a contribution to the community. It was also designed to give a joint work experience to an equal number of deaf and hearing teenagers. Frankly, we had trouble in recruiting the deaf participants for this program. We ended up with seven deaf teenagers and the Service Committee recruited nine hearing teenagers (rather more-easily than we did I am sorry to say). We did have a special leader -- a former counselor who is now a student teacher of the deaf -- who was fluent in all methods of communication -- and he served as special liaison leader for the camp along with the hearing leaders provided by the Service Committee.

To say that this was a novel experience is probably an understatement. For three weeks, these seventeen teenagers lived together, worked together, played and swam together and explored the woods together. They even had "meditation" times together although the deaf teenagers did not participate quite as actively in the latter. Communication was at all levels. Teenagers who were considered "pure oralists" learned to spell and sign to some of the other deaf teenagers and yet improved their oral communication through their relationships with the hearing participants. The more "manually-oriented" teenagers were stimulated to use their speech -- or at least to move their lips so that some of the others could lipread the movements. Another benefit was that a group of social-action-oriented teenagers (the Service Committee members) were exposed to peers of whose presence they had never before been aware. Career possibilities in education of the deaf, research, audiology and medicine (otology) were discussed by the hearing teenagers in their discussion groups.

I have talked (probably too long) about our programs. What were some of our problems and what did we see as accomplishments? First, the problems:

The activity level was lower than we had originally anticipated and this was apparently related to problems of lag in social maturity. Group planning (of a relatively non-directive nature) was difficult and the size of the group made total participation almost impossible.

The social naivete of the deaf teenagers presented real problems both in the day camp and the work camp. Their hearing peers considered them immature. This complicated the problem of participation and sometimes led to the unwanted "tolerance" instead of the active interaction toward which we were working.

Deaf teenagers are used to special facilities and this applies to day program participants as well as residential program participants. The concept of "public use" meaning all people was initially rejected by most of the deaf teenagers.

The concept of community responsibility in recruiting for the work camp presented many problems. We are used to special planning "for deaf persons" but how about the other way around? What are deaf persons' responsibilities to their communities?

The parents of deaf teenagers generally exhibited an apparent lack of concern over program details or our requests to assist in planning. "We've been 'meetinged' to death" was the general attitude. The parents need to participate in planning for their children -- they have been encouraged too long to simply accept what the "authority figures" tell them to do.

Lastly, the reaction of some community agencies was negative instead of positive. The development of attitudes can go either way and some agencies were not "sold" on the idea of integrating deaf participants into ongoing programs. This is reality and we must work hard for the development of positive community attitudes toward its deaf citizens.

To end with a few of our accomplishments -- we were pleased with the fact that some of the deaf teenagers continued to participate in special groups after our program ended. For example, one girl, who had been previously described as, "withdrawn, shy, completely dependent on parents for everything" quickly learned the techniques of photographic development and enlargement. After our porgram ended, she continued as a member of the Photography Center and came every Saturday morning from another county (by herself) to participate in a group receiving further training. She was the only deaf teenager to continue in this specific group. Another girl used the skills learned in this center to obtain an afterschool job that fall in a photography shop in a suburban community.

Another major accomplishment was that of independence in travel and the concomitant social development. As the deaf teenagers became more independent of their parents (in relation to travel), there appeared to be changes in the child-parent relationship. We wish we had some kind of scientifically-valid proof of this.

Attendance was very high and we had almost no problems of motivation in the program. It was a fun program and yet is was "learning-oriented".

While a few negative responses were expressed by community agency personnel, we can honestly say that our general community response was that of interest, enthusiasm and cooperation. We firmly believe that these programs will become an ongoing part of the summer activities of our community. More agencies are participating and including deaf teenagers in their year-round programs.

We have not solved all our problems. We have, in fact, only begun. But we believe that it is an exciting beginning and one which you might choose to adapt to your own communities. Most (if not all) of you have close contacts with both public and private group work and recreation leaders in your community. Can they work with you in meeting some of the social needs of deaf teenagers?

The Characteristics of Deaf People Successfully Performing in the Professions and Sciences

By Alan B. Crammatte

It seems like carrying coals to Newcastle--or maybe sunshine to California--to speak to you, the experts, on matters pertaining to deafness.

But perhaps, since I am among friends, I can safely venture that even the experts really know--in the absolute sense of the word--very little about the occupational and social status of deaf people. By this statement I mean that our knowledge of the social aspects of deafness is largely pragmatic. We speak from experience and observation rather than from carefully gathered and authenticated research. We can say "we believe" or "years of subjective observation indicate" but we cannot say "carefully controlled study has shown." This paucity of research in the social sciences has been a handicap to the development of effective social services to deaf people. The Vocational Rehabilitation Administration, which supported the study from which this paper was drawn, is particularly conscious of the need for such research. I hope that the material may be of interest and use to you, also.

The study was undertaken to provide a supplement to the traditional view that deaf people are fit, and to be trained, only for the manual trades. It endeavors to draw a broad picture of a group of deaf inidividuals who, despite the double handicap of a physical impairment and stereotyped views of their abilities by the general public, have managed to achieve in occupations demanding higher skills and commanding greater rewards. It is hoped that the report will fill a gap in general knowledge of the abilities of deaf persons. Perhaps it may also provide clues to further, more detailed study.

The basis of the study consists of interviews with 87 deaf persons employed in professional occupations. "Professional" does not here refer to the traditional three professions of the bar, the altar and the scalpel but to the more inclusive classification used by the Bureau of the Census, which includes these three plus scientists, engineers, accountants, librarians and similar workers. The 87 participants were secured by canvassing various people concerned with the general welfare of deaf persons. Initial selection was made upon job titles as given by the referring parties. The group was then narrowed further by correspondence with possible respondents; 286 out of some 600 persons were contacted in this manner, resulting in a group of slightly more than 100 who were deaf to the extent that their communication was entirely visual, stably employed and in an occupation included in the Bureau of the Census's classification, "professional, technical and kindred workers." Each respondent was asked to name a colleague for a short interview concerning coworkers attitudes and impressions. The original goal of 100 respondents was subsequently abandoned when it was discovered that the recorder had magnified and distorted errors of speech to a point that some of the interviews were unintelligible.

Before getting into the findings of the study, I should like to say that to us who are deaf the outstanding fact about deaf professional workers is that there are too few of them. There are social results likely to arise from a situation of underemployment that disturb some of us. Underemployment is of itself undesirable; underestimation in other areas follows; the community fails to see its deaf citizens at their full potential; posterity finds few inspiring models; aspirations and achievements of the sub-culture become superficial.

The scarcity of deaf professional people is borne out by the survey of occupational conditions among the deaf by Bigman and Lunde in 1955-58 which found but 6.6 per cent of its 7,920 employed respondents to be engaged in professional work as compared to 10.6 per cent of the labor force of the United States. Further, 315 of these 528 professional workers were employed at schools for the deaf. In addition Bigman and Lunde found their population of deaf people to be preponderately manual workers; among those surveyed only 17.0 per cent were in white collar jobs as compared to 46.8 per cent of the United States population so employed.

As a preliminary to the consideration of the respondents themselves perhaps it will aid in setting the frame of reference to consider the obstacles which a young deaf man faces in choosing, preparing for, entering and progressing in a profession.

His ambitions are limited not only by his physical capacity but also by a limited public understanding of his abilities, and if he attends a residential school, probably a limited choice of occupational models. Entry into college may be difficult. Once there, lectures are incomprehensible, seminars impossible and academic requirements sometimes monstrous. After overcoming these barriers to training, the man (I no longer call him young) may face, as did one respondent in this study, a dreary round of 77 refusals to hire. Once started he may be shunted into a dead-end job because of imagined disabilities. Having overcome all of these difficulties, plus the nemeses of the telephone, group conferences and public contacts, the deaf worker will find that there is a ceiling to his advancement--like the assistant director of a research agency who discussed with me his problem of how to help a young fellow whom he had trained adjust to advancement over the deaf man's head to the position of director (solely, as the board of directors said, because they couldn't have a deaf man as director). Please do no misunderstand the foregoing remarks. The deaf people of whom I am to speak understand their limitations and are grateful to be where they are.

However, real understanding of their problems is not possible without this background.

Most of the respondents in the group of 87 were men, only 8 women participated. All were white, despite efforts to discover deaf Negroes in professional jobs. All respondents were deaf to the point where their communication was necessarily visual. More than half of them had had fathers in the professional or managerial class.

Probably of great interest to this audience is the age at which deafness occurred among the respondents. There is no need to expand here upon the educational significance of that. One of the hypotheses of the study was that, since professional work must involve considerable communication of one sort of another, the person deafened early in life would, because handicapped in communication, be thinly represented among deaf professional people. Such was not the case. The proportions of early deafened respondents were much larger than expected. They were quite close to the proportions in the Bigman and Lunde survey, the closest thing to a census of the general deaf population available. The professional group had 29.9 per cent born deaf as compared to 29.3 per cent of the general deaf group; for deafness before age 6 the proportions were 59.7 per cent and 74.4 per cent, respectively. Almost half of the professionals had become deaf before age 3, the earliest school age today. I do not think it necessary to belabor the point here. I am sure that experienced educators will recognize the great and encouraging significance of the accomplishments of these early deafened people as respects our curricula, methods and philosophy.

What were the educational achievements of these people? The highest educational levels attained were: 5 had been graduated from high school; 21 had been to college; 39, or 44.8 per cent, had bachelor's degrees; 17 held master's degrees and the doctorate was earned by 5. Those deafened before age six were well represented among the degree holders: bachelor's, 27, out of 39; master's, 7 out of 17; doctor's, 3 out of 5. Most of those holding higher degrees had spent most of their educational years at public schools, 14 of them out of the 22 holding such degrees. Of the 39 with bachelor's degrees, 29 came from schools for the deaf--23 of these had spent most of their college years at Gallaudet. A total of 95 institutions of higher learning had enrolled the respondents; the institutions ranged from obscure junior colleges to the highest ranking universities.

Of passing interest are the difficulties the respondents had met at the colleges and universities they had attended. A third of the respondents who went to regular colleges reported that they had experienced only minor difficulties; a little over one-sixth said their difficulties had been great, with 2 of these abandoning college studies because of their difficulties. The three chief problems were lecture notes, seminars and consultation with professors.

Lecture notes were borrowed, copied or secured by providing carbon paper; one student had the best notes in class because he had asked several classmates to make carbon copies for him. Seminars were not so frequent during the college years of the older respondents; the only solution for the seminar problem was the tolerance of the professor and the classmates; some respondents read papers at seminars, but participation in the discussion was infrequent and always involved dependence upon another person. Many of the respondents spoke of haunting the library to compensate for what was lost from lectures and seminars.

This was, in the main, a speech-oriented group. Almost two-thirds of the respondents reported that speech was the means of expressive communication which they used the most frequently with their hearing associates at work; 20.7 per cent more used speech as the second most frequent means of communication at work, making a total of 83.9 per cent of the respondents who use speech, more or less, at work. The situation is similar regards reception of speech: 55.2 per cent used lip reading as their most frequent means of communication at work and 28.7 per cent used it as a second choice. Manual means predominated in association with deaf people; about 70 per cent of the respondents used manual means most frequently.

Respondents were also asked which means of communication they preferred when conversing with business associates. The per cent who preferred speech was 55.2, a little less than the per cent who used speech the most frequently; another 5.7 per cent preferred speech and writing in combination. Lip reading, however, was much farther down the scale; only 23.0 per cent of the respondents preferred lip reading for reception, although 40.2 per cent preferred it if allied with writing. The inference seems to be that lip reading was a much less satisfactory medium than was their speech; this is not too surprising, since almost 40 per cent of them had lost their hearing after age six, when speech habits and already been started.

The study did not attempt to measure scientifically the respondents' proficiencies in speech and lip reading. The interviewers were already laden with a tape recorder and a heavy brief case; the addition of a motion picture projector might have been a little too much. Instead the respondents and their colleagues were asked to rate the respondent's speech and lip reading abilities by selecting certain scaled descriptive statements, a rough evaluation of their perception of speech skills.

Respondents evinced a good deal more confidence in their speech than in their lip reading. Thirty-seven, or 42.5 per cent, of them rated their speech at the top, that is, associates understood practically all that the respondent said; 29 made most everything they said understood, but associates had to listen carefully. In lip reading only 18, or 20.7 per cent, of the respondents understood most everything associates said to them; 37 understood a short conversation spoken carefully.

Colleagues of the respondents rated them more highly than did the respondents themselves. Colleagues gave top rating in speech to 48 (55.2 per cent) of the respondents and second place to 22 (25.3 per cent). In lip reading first and second ranks comprised 37 (42.5 per cent) and 24 (27.6 per cent), respectively. Perhaps we deaf persons should have more confidence in our speech skills.

An interesting relationship, perhaps confirming your own observations, was that the respondents who were deafened before age six showed more consistency in their speech and lip reading abilities than those deafened after age six. About one-fourth of the early deafened rated high in speech and one-fifth in lip reading; two-thirds of those deafened after age six had top-ranked speech, but only one-sixth could lip read with the best in the group. Perhaps the process of learning to talk carries over into the learning of lip reading.

Twenty-nine different occupations attracted these deaf people. The variety, however, is more apparent than real. Engineering (25) and chemistry (23) drew two-thirds of the respondents and another 16 of them were in other sciences and mathematics, so it can be said that this was predominately a laboratory group. The classifications covered the following:

Business	5	Library and museum work	5
Art and architecture .	8	Mathematics and statistics	9
Chemistry	23	Other sciences	7
Engineering	25	Miscellaneous	5
Total	87		

Entry into a profession is not always easy for a deaf person. Witness the respondent who reported, "... I wrote approximately 750 letters of application." Some attribute this sort of situation to outright discrimination. Others take a stand similar to Dr. Ben M Schowe, the former deaf labor economist at the Firestone Tire and Rubber Company, who believes that employing officers are reluctant to consider a deaf applicant because their firms are "smooth-running organizations with each job carefully engineered to fit into its specific place" and they fear that a deaf person, unable to telephone or confer adequately, might throw this balanced operation out of kilter. Dr. Schowe has suggested the need of a catalyst to dispose of this natural hesitation of employers. This catalyst he presents as a third person familiar with the capabilities of deaf people: a co-worker, a relative or a placement official who can present the deaf worker in a more or less objective manner. Help of a third party in securing their first jobs was reported by 56, or almost two-thirds, of the respondents. The nature of that assistance ranged from that of one respondent who said, "... and my father talked a lot about my character and education and things like that; all I did was sit quietly like a little boy," to the 13 whose help was just a job referral. Most of this help came from relatives and friends (34 out of 56 respondents) and from their schools (13). Of the 31 respondents who had no direct assistance, 26 probably benefitted from the fact that someone in the firm had had previous contact with deaf people; in 13 cases it was the hiring officer, and in 13, other people in the firm.

There were several instances of discrimination. Two respondents spoke of firms which "just did not want to hire handicapped people." Other mentioned insurance contracts, medical officer's rejections, department heads who vetoed personnel officials' suggestions. Nevertheless, almost two-thirds of the respondents said that they had perceived no resistance to their hire because they were deaf.

On the job two problems occurred frequently: use of the telephone and group conferences. For some, use of the telephone was not a part of their jobs. For 46 respondents it was, though, and they solved the problem in several ways. Eight turned the entire task over to a third person; the majority, 32, remained with the third party at the telephone and took some part in the conversation; 6 respondents had devised methods of doing the talking themselves, while their secretaries or other assoicates listened and transmitted the conversation in one way or another.

The large group conference was a more difficult problem. Although 51 said they attended conferences, only 20 did so more frequently than once a month. Three of them conferred daily. Various methods of getting the drift of the conference were cited: 16 read notes of another person; 12 read the lips of participants; 8 read the lips of a single person; 5 had someone explain things afterwards; 3 were provided an agenda before the meeting; 3 had interpreters in the sign language and 1 depended on visual aids.

Other problems included meeting strangers and picking up grapevine news. The former was minimal in most cases due to the laboratory nature of most of these jobs. One colleague described the grapevine situation thus: "The fundamental principles, the daily task and the bare bones of what he had to do were communicated to him... yet... scuttlebutt and the fringes of politics... he had no feeling for that." About two-thirds of the respondents felt that they were receiving about as much via the grapevine as anyone else, through the casual socializing of day-to-day contacts.

Despite all the obstacles, 78, or almost 90 per cent of the respondents were rated by colleagues as doing their jobs as effectively as, or more so than, other workers at similar tasks. 56 of these had been rated better than their hearing cô-workers.

Spontaneous compliments were elicited in numerous cases, such as "In his field he is tops"; "I can't find anyone, even with all his hearing and speech intact, who could even approximate his proficiency in his particular area."

Bigman and Lunde found deaf people to be very stable on the job. The authors hypothesized that the prospect of prejudice in moving to a new job might make a deaf worker "cling to the job he has, whatever it is, more tenaciously than his hearing fellow." Likewise, various studies have shown professional workers in general to be stable employees. Unsurprisingly then, the respondents were a very stable group. Three-fourths of them had worked for 4 or less employers during their careers; 24 had had only one job. Another measure of stability in employment was the ratio of years spent in one job to total years employed. More than two-fifths of the respondents had been at one job for 90 to 100 per cent of their working lives; 87.4 per cent of them had been at one job for more than half of their careers. When asked why they changed jobs so infrequently, most of the respondents said that they were satisfied with their jobs and working conditions and/or disliked change. Only 7 of the 87 respondents gave deafness or limited contacts as reasons for infrequent changes. Even if we discount for reluctance to admit fear of change, still it seems reasonable to suppose that these people were fairly well satisfied with their positions. Indeed, on a scale of 10 steps, their own estimates of their achievement in general was near the seventh step.

Salarywise, most of the respondents were well paid. Salaries ranged from $4,000 a year to over $12,000 (this was in 1959-60). Median salary of the group was $7,615; professional workers in the survey of occupational conditions among the deaf had a median salary of $4,040, but then many of these were school teachers. Salaries of the respondents were not fabulous by any means; 2 of them reported incomes of over $20,000 per year, but both of these had dual employment.

Most of the respondents were in staff positions; only 19 had administrative or supervisory responsibilities. Three were ranked as chief executives, one as the director of a research bureau and 2 as partners in their own small firms.

In the main the respondents got along very well with co-workers. A large majority (80 per cent) of their colleagues reported favorable attitudes among their co-workers; only 3 said co-workers were unfavorably inclined toward respondents. Their own reactions -- to their handicap and to attitudes of associates -- were praised. The respondents, 91.1 per cent of them, attended office social functions at those firms where such were held. Only about 40 per cent carried social activity over into home visiting with the colleagues. More than half of off-the-job social contacts were with other deaf people, said 48, or 55.2 per cent of the respondents. 26 respondents (29.9 per cent) said they had few or not contacts with deaf people.

These facts then present the picture of the group of deaf professional people studied. They had adapted to their handicap in various ways and had achieved varied success, generally on a high level.

It is not particularly appropriate for me to draw conclusions related to educational policy, but I feel constrained to point out four things which I believe to be related: (1) Automation's impact upon what will be expected of our schools: (2) Dr. Doctor's call last winter for maintenance and improvement of academic education; (3) the large attendance at the International Congress on Education of the Deaf which was drawn to that unscheduled meeting about our great educational gap at the secondary level, and (4) the ability of the varied group of individuals in this study to cope with learning at the highest levels and to achieve in demanding fields of professional work. It seems to me that without adequate secondary schools--both academic and vocational--we are short-changing our charges all along the line. I can recognize that the academically talented are few, but if they are neglected, there arises that situation of under-employment to which I have referred, with all its visiting ramifications. From my point of view, possibly limited, the structure of education of the deaf is badly in need of strengthening at the secondary level; the good effects would be felt both above and below.

BUSINESS SESSIONS

MINUTES OF BUSINESS SESSIONS
OF
THE THIRTY-SIXTH REGULAR MEETING OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
MISSION INN, RIVERSIDE, CALIFORNIA
April 13 - 17, 1964

I. CALL TO ORDER

The first business session of the Thirty-Sixth Regular Meeting of the Conference of Executives was held in the Spanish Art Gallery of the Mission Inn, Riverside, California, on Monday, April 13, 1964. Dr. Hugo F. Schunhoff, President, called the meeting to order at 9:00 a.m.

II. ADOPTION OF OFFICIAL PROGRAM

Rev. Thomas R. Bartley moved, Dr. Stanley Roth seconded and the motion carried to adopt the program as printed as the official program for the thirty-sixth regular meeting.

III. INTRODUCTION OF NEW EXECUTIVE HEADS OF REGULAR MEMBER SCHOOLS

President Schunhoff introduced and cordially welcomed the following new executive heads of regular member schools:

Mr. Richard T. Youngers, Oklahoma School for the Deaf, Sulphur, Oklahoma

Mr. William D. Jackson, Dallas Pilot Institute, Dallas, Texas

Mr. Paul Small, Sunshine Cottage, San Antonio, Texas

IV. ACCEPTANCE OF NEW MEMBER SCHOOLS AND INTRODUCTION OF THEIR EXECUTIVE HEADS

President Schunhoff stated that the following schools had been approved by the Executive Committee for membership:

School	Executive Head
St. John's School for the Deaf Milwaukee, Wisconsin	Rev. Lawrence C. Murphy
Oral School for the Deaf Atlanta, Georgia	Miss Elva Evans
St. Francis DeSales School for the Deaf Brooklyn, New York	Rev. Thomas F. Cribbin
Catholic Charities' Cleary School for Deaf Children Lake Ronkonkoma, New York	Rev. Martin J. Hall

On Motion by Mr. Fred Sparks, seconded by Mr. Roy Stelle, the above mentioned schools were officially accepted.

V. APPROVAL OF OFFICIAL PROXIES

The following official proxies were officially recognized and approved on motion made by Dr. Howard Quigley and seconded by Mr. Edward Reay:

Mr. Ben S. Phillips, Louisiana School for the Deaf,
Baton Rouge

Mr. Peter O. Freemantle, Interprovincial School,
Amherst, Nova Scotia

Dr. William Woodrick, Mississippi School for the Deaf,
Jackson, Mississippi

VI. ROLL CALL OF REGULAR MEMBERS

The roll was called by Secretary Lloyd A. Harrison, and a list of those present is included with these proceedings.

VII. RECOGNITION OF ASSOCIATE MEMBERS PRESENT

The associate members present were introduced and presented to the Conference. (A complete list of all associate members present appears elsewhere in these proceedings.)

VIII. RECOGNITION OF HONORARY MEMBERS PRESENT

President Schunhoff recognized and presented the honorary members who were in attendance, as follows:

Dr. Powrie V. Doctor, Editor, American Annals of the Deaf,
Gallaudet College

Dr. Elwood A. Stevenson, retired superintendent,
California School for the Deaf, Berkeley

Dr. Boyce R. Williams, Consultant, U. S. Vocational
Rehabilitation Administration, Washington

IX. RECOGNITION OF GUESTS PRESENT

The president welcomed guests who were present at the opening business session. (A list of all guests present appears elsewhere in these proceedings.)

X. APPROVAL OF MINUTES OF THIRTY-FIFTH REGULAR MEETING

On motion made by Dr. Stanley Roth and seconded by Mr. Edward Reay, the minutes of the Thirty-Fifth Regular Meeting of the Conference of Executives, held in Washington, D. C., June 22, 1963, were approved as circulated.

XI. NOMINATION AND ELECTION OF HONORARY MEMBERS

The names of the following retired former members of the Conference were presented for honorary membership:

Mrs. Rachel Davies, Sunshine Cottage, San Antonio, Texas
Mr. L. B. Hall, Oklahoma School, Sulphur, Oklahoma

On motion made by Mr. Lloyd Ambrosen, seconded by Dr. Lloyd Graunke, and passed, the above were unanimously accepted as honorary members.

XII. TREASURER'S REPORT

Mr. John Grace presented the Treasurer's Report (printed elsewhere in these proceedings). On motion made by Dr. Lloyd Graunke and seconded by Mr. Fred Sparks, the report of the treasurer was unanimously accepted.

XIII. REPORT OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

The minutes of the Executive Committee Meeting held in Indianapolis, Indiana, on January 25, 1964, are included in these proceedings.

The minutes of the Executive Committee Meetings held in Riverside, California, on April 12, 1964, and April 16, 1964, are included in these proceedings.

XIV. DISCUSSION AND ACTION ON EXECUTIVE COMMITTEE RECOMMENDATIONS

A. Conference Dues Increase

The Executive Committee recommended dues increase from $20.00 to $35.00 for regular members and from $5.00 to $10.00 for associate members. After considerable discussion, the membership turned down the proposal that associate members' dues be increased at the present time. On motion made by Mr. Roy Stelle, seconded by Dr. Lloyd Graunke, the Conference voted to increase the dues of the regular members from $20.00 per annum to $35.00 per annum, effective as of July 1, 1965.

B. Conference Dinner at A.G. Bell Meeting in Salt Lake

The president announced that the Conference dinner for the A.G. Bell Meeting was scheduled to be held on Tuesday, June 23rd. The president also announced that Mr. Robert Tegeder was in charge of detailed arrangements for the Conference dinner.

C. Conference Meeting in 1965 at Flint Convention

President Schunhoff reported to the membership that the Executive Committee were asking the members of the Conference to decide on a date for holding the Conference meeting in connection with the 1965 Convention of the American Instructors of the Deaf, scheduled for Flint, Michigan.

The various possibilities were discussed without decision. Action was deferred until Thursday, April 16.

XV. REPORT OF CHAIRMAN OF THE JOINT ADVISORY COMMITTEE, AMERICAN ANNALS OF THE DEAF, Dr. E. B. Boatner

Dr. Boatner reviewed the minutes of the Joint Annals Advisory Committee meeting and the various recommendations. The complete minutes of the Joint Annals Advisory Committee are included elsewhere in these proceedings.

XVI. REPORT OF THE EDITOR, AMERICAN ANNALS OF THE DEAF, Dr. Powrie V. Doctor

Dr. Doctor presented a detailed report on the American Annals of the Deaf. A copy of the financial report is printed elsewhere in these proceedings.

XVII. REPORTS FROM FEDERAL AGENCIES

The following reports were presented:

A. Dr. Ralph Hoag, U.S. Office of Education (Printed elsewhere in these proceedings.)

B. Mr. John Gough, Captioned Film for the Deaf (Printed elsewhere in these proceedings.)

At this point the Conference meeting recessed in order to make it possible for the members to assemble in a suitable place for a Conference picture, a copy of which is included elsewhere in these proceedings.

XVIII. CALL TO ORDER

The second business session of the Thirty-Sixth Regular Meeting of the Conference of Executives was called to order by President Schunhoff at 9:00 a.m., Thursday, April 16.

IX. C.E.D. PRESIDENT'S REPORT

Dr. William J. McClure, president of the Council on the Education of the Deaf, gave a report of the activities of the Council since the last meeting of the Conference. (A copy of Dr. McClure's report is printed elsewhere in these proceedings.)

XX. CONTINUATION OF REPORTS FROM FEDERAL AGENCIES

Dr. Boyce R. Williams reported briefly on the most recent activities and programs sponsored by the Vocational Rehabilitation Administration. (A copy of Dr. Williams' remarks is printed elsewhere in these proceedings.)

XXI. LEGISLATIVE REPORT

Dr. George Pratt, chairman of the Legislative Committees of both the CED and the Conference, reported on the activities of the Legislative Committees since the last meeting of the Conference. (A copy of Dr. Pratt's report is printed elsewhere in these proceedings.)

XXII. REPORT OF THE JOINT COMMITTEE ON AUDIOLOGY AND EDUCATION OF THE DEAF

Dr. Edgar L. Lowell, chairman of the above committee, presented the committee's report to the Conference membership. (A copy of the report is printed elsewhere in these proceedings.)

XIII. REPORT OF THE COMMITTEE ON DORMITORY COUNSELORS TRAINING AND CERTIFICATION

Mr. Marvin Clatterbuck, chairman of the above committee, reported to the Conference membership on the activities of his committee since the last meeting of the Conference. (A copy of Mr. Clatterbuck's report is printed elsewhere in these proceedings.)

XXIV. REPORT OF THE COMMITTEE ON PARENT EDUCATION

Mr. Roy M. Stelle, chairman of the Parent Education Committee, gave the following report of the activites of his committee since the last meeting of the Conference:

The main activity of the Committee on Parent Education has been the preparation and distribution of the Parent Packets.

Mr. Fred L. Sparks, Jr. has made available for these packets, "A Home Training Course for the Pre-School Deaf Child", by Mrs. Marie Kennard, Mr. Fred L. Sparks, Jr., and Mr. John L. Caple.

These pamphlets were printed by the Georgia School for the Deaf and furnished for the parent packets without cost.

The paper back, "Communication with the Deaf" is the only new project of the Committee on Parent Education. It is my understanding that this is selling well.

Any suggestions that any member of the Conference may have either in regard to the packets or any other activity will be gladly received.

XXV. REPORT OF THE COMMITTEE ON PUBLIC RELATIONS

Mr. Kenneth F. Huff, chairman of the Committee on Public Relations, apprised the Conference membership of the activities of his committee. The bulk of his committee's efforts have been invested in developing a new Conference brochure. (A copy of Mr. Huff's report is printed elsewhere in these proceedings.)

XXVI. REPORT OF THE COMMITTEE ON STATISTICS

Dr. William Woodrick, proxy for Dr. Robert Brown, gave the report of the standing Conference Committee on Statistics.

XXVII. SPECIAL RESEARCH PROJECT

Father Bernard Trevoort apprised the membership of the Conference of the recent developments in his special research project. (A copy of Father Trevoort's report is printed elsewhere in these proceedings.)

XXVIII. ELECTION OF NEW EXECUTIVE COMMITTEE MEMBERS

An election was held to fill two vacancies on the Executive Committee, due to the expiration of the terms of Mr. Bruce Siders and Father Thomas Bartley, effective June 30, 1964. Mr. Larry Broughton and Dr. Kenneth Mangan were elected, their terms to expire June 30, 1967.

XXIX. REPORT OF INTERAGENCY COMMITTEE, Miss Frances L. Phillips

Miss Frances Phillips reported for the committee, inasmuch as she had represented the Conference at the meeting of the Council on National Organizations for Children and Youth, at the Sheraton Park Hotel in Washington, D. C., on April 5-8. (This report is printed elsewhere in these proceedings.)

XXX. REPORT OF COMMITTEE ON EDUCATIONAL RESEARCH, Dr. Edgar L. Lowell, Chairman

Dr. Lowell made the following report:

The Chairman of the Educational Research Committee of the Conference of Executives of American Schools for the Deaf represented the Conference at a meeting on October 17, and 18, 1963, organized by Harley Z. Wooden, Director of the National Education Association "Planning Project to Improve Language for Deaf Children." The meeting was held at the N.E.A. offices in Washington, D.C.

The meeting consisted of the presentation of papers by Joseph Rosenstein, Isabel Steele Blish, Helen Thompson, June Miller, Ann M. Mulholland and Alice Streng. These papers are published in the April, 1964, issue of Exceptional Children.

In addition, the participants discussed plans for future activities of the project.

XXXI. REPORT OF COMMITTEE ON ACCREDITATION OF SCHOOLS, Dr. James H. Galloway, Chairman

Chairman Galloway made the following report for covering the recent activities of the Accreditation Committee:

The St. Mary's School for the Deaf was evaluated on March 2 and 3 and the Arizona State School for the Deaf and the Blind on April 9 and 10. The Accreditation Committee is pleased to recommend to the Conference of Executives of American Schools for the Deaf the accreditation of both schools.

On motion made by Mr. John Grace, seconded and passed, it was agreed that the Conference should receive the summary recommendation of the Accreditation Committee only, and that the actions of this committee be considered final without final action of the membership.

XXII. PROPOSAL OF DR. GOLDSTEIN, NATIONAL INSTITUTE OF HEALTH

Dr. Hyman Goldstein of the National Institute of Health discussed the interest of NIH in the collection in depth of data on hearing impairment and outlined a proposal for gathering such data.

Members of the Conference, in general, felt that Dr. Goldstein's proposal should receive the wholehearted support of the Conference. It was further felt that this project, if carried out to completion, would in no way duplicate information carried in the American Annals of the Deaf. Dr. McClure suggested that the Conference Committee on Research should study Dr. Goldstein's proposal and either act for the Conference or make recommendations at a future meeting of the Conference. On motion made by Dr. McClure, seconded and passed, it was agreed that this item of business be turned over to the Committee on Research for their study and recommendations.

XXXIII. INVITATIONS FOR CONFERENCE MEETING, 1966

President Schunhoff called for invitations for the regular Conference meeting to be held in 1966. Invitations were extended as follows:

Superintendent Ken Huff invited the Conference to meet at Lake Lawn Lodge on Lake Delevan, Wisconsin. Superintendent Joe Youngs invited the Conference to meet in Portland, Maine. Superintendent Roy Parks invited the Conference to meet in Little Rock or Hot Springs, Arkansas. Superintendent Lloyd Graunke invited the Conference to meet in Knoxville, Tennessee. Superintendent Joe Demeza invited the Conference to meet in Toronto, Ontario. Superintendent Fred Sparks invited the Conference to meet in Atlanta, Georgia.

After considerable discussion, the members of the Conference voted to hold their 1966 meeting in Hot Springs, Arkansas.

XXXIV. INVITATION FOR CENTENNIAL YEAR 1968

Dr. Leonard Elstad, president of Gallaudet College, issued a formal invitation for the Conference to meet at Gallaudet College in 1968, the Centennial Year of the Conference. It was moved by Dr. McClure, chairman of the Centennial Committee, seconded and passed that the Conference accept Dr. Elstad's invitation to meet on the campus of Gallaudet College.

XXXV. REPORT OF CENTENNIAL COMMITTEE, William J. McClure, Chairman

Dr. McClure made a report on the meetings and plans formulated by the Centennial Committee. (A copy of the Centennial Committee's minutes are printed elsewhere in these proceedings.)

XXXVI. REPORT OF COMMITTEE ON DEAF-BLIND, Egbert N. Peeler, Chairman

Superintendent Fred Sparks presented the following report, prepared by Chairman Egbert Peeler:

Since the last meeting of the Conference, there has not been a meeting of the National Committee for the Deaf-Blind. This is an advisory committee, and its only purpose is to study the opportunities available for deaf-blind students and to recommend some improvements where they appear to be needed.

Several attempts have been made during this period of time to schedule meetings of the Committee, but these have not been successful. There is a probability that the Committee will have a meeting in June in connection with the convention of the American Association of Instructors of the Blind. This is scheduled for Watertown, Massachusetts, during the last week in June, 1964.

XXXVII. REPORT OF VISUAL AIDS COMMITTEE, Richard F. Kurg, Chairman

Mr. J. Jay Farman, member of the Visual Aids Committee, made the report to the Conference on the activities of the Visual Aids Committee. (A copy of this report is printed elsewhere in these proceedings.)

XXXVIII. REPORT OF TEACHER TRAINING AND CERTIFICATION COMMITTEE, Howard M. Quigley, Chairman

Dr. Richard Brill reported on the Teacher Training and Certification Committee's meeting which was held during the week the Conference was in session. (A copy of the minutes of the meeting of the Teacher Training and Certification Committee and the report of this committee are printed elsewhere in these proceedings.)

XXXIX. TEMPORARY ADJOURNMENT

At this point the Conference business session was temporarily adjourned to reconvene Friday, April 17, 1964.

XL. CENTENNIAL COMMITTEE REPORT continued

Dr. William J. McClure presented the second motion section of the report of the Centennial Committee. On motion made by Dr. McClure, seconded, and passed, the Conference approved the ideas suggested by the Centennial Committee. The suggestions of the Centennial Committee for a banquet, the publishing of a book on the history of the Conference, and the problems for financing the publication of the book are all contained in the Centennial Committee's minutes which are published elsewhere in the proceedings.

On motion made by Dr. McClure, seconded and passed, the treasurer of the Conference was authorized to transfer one thousand dollars ($1,000) from the general funds of the Conference to the Centennial Committee for their immediate use in putting their plans into operation.

XLI. REPORT OF HIGHER EDUCATION COMMITTEE

Dr. Marshall Hester indicated that this committee had no specific report to make and that the major report on the activities in the field of higher education was made in the regular program Monday. Dr. Hester further indicated that, due to the fact that he was retiring as superintendent of the New Mexico School, he was forced to resign as chairman of the Higher Education Committee. Dr. Schunhoff indicated that Dr. Lloyd Graunke, superintendent of the Tennessee School for the Deaf, had been appointed chairman of the Higher Education Committee as a replacement for Dr. Marshall Hester.

XLII. CONFERENCE AND C.A.I.D. CONVENTION, 1965

Mr. Lloyd Ambrosen announced the proposal agreed upon by the executive board of the American Instructors of the Deaf that the Conference be scheduled to meet on Monday, and that the Convention open Monday evening, continuing through Friday. He further indicated that Wednesday was to be given over to institutes. On motion made by Dr. Brill, seconded and passed, it was agreed that the Conference business meeting would be held on Monday with the Conference luncheon to be held Monday noon.

XLIII. IDIOM DICTIONARY

Dr. Edmund Boatner, superintendent of the American School for the Deaf, briefly reported on the progress of the idiom dictionary, currently being prepared. Dr. Boatner indicated that progress was being made and that this was a particularly tough job. Especially difficult was the job of defining the many idioms which were to be included in the dictionary. Dr. Boatner further reported that final printing arrangements has not, as yet, been made.

XLIV. RESOLUTIONS COMMITTEE REPORT, Mr. Archie F. Leard, Chairman

Mr. Archie Leard, chairman of the committee on resolutions, read twenty-one resolutions which he and his committee had carefully prepared. The first eighteen and the last two resolutions were adopted unanimously on motion by Mr. Leard, seconded by Mr. Reay. The nineteenth resolution was adopted as amended on motion by Dr. McClure, seconded by Dr. Tillinghast. The printed resolutions appear elsehwere in these proceedings.

XLV. ADJOURNMENT

President Schunhoff expressed gratitude to the Program Committee, Dr. Richard Brill, the staff of the Riverside School, and all others who had played a roll in making the Thirty-Sixth Meeting of the Conference an outstanding success.

There being no further business, the meeting was adjourned at approximately 12:00 noon, Friday, April 17, 1964.

Respectfully submitted,

Lloyd A. Harrison, Secretary
Conference of Executives
of American Schools for the Deaf

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
THIRTY-SIXTH REGULAR MEETING
Riverside, California
April 12-17, 1964

Members Present
(Including Official Proxies)

Sister Agnes Vincent, St. Francis de Sales School
Lloyd A. Ambrosen, Maryland School
Rev. Thomas R. Bartley, DePaul Institute
Edmund B. Boatner, American School
Jack Brady, West Virginia School
Richard G. Brill, California School
William E. Bragner, Beverly School
Margaret G. Brooks, Jane Brooks Foundation
L. A. Broughton, Alberta School
M. B. Clatterbuck, Oregon School
Eileen E. Connolly, Horace Mann School
Sam B. Craig, Western Pennsylvania School
Helen G. Crathern, Crotched Mountain School
Frances Cronin, St. Joseph's School
J. G. DeMeza, Ontario School
Leonard M. Elstad, Gallaudet College
Virgil W. Epperson, Washington State School
J. Jay Farman, The Austine School
Peter Preemantle, Interprovincial School
James H. Galloway, Rochester School
John F. Grace, Texas School
Lloyd Graunke, Tennessee School
Lloyd A. Harrison, Missouri School
Marshall S. Hester, New Mexico School
Ben E. Hoffmeyer, North Carolina School
William J. Holloway, Virginia School
Kenneth F. Huff, Wisconsin School
Archie F. Leard, Saskatchewan School
Melvin W. Leubke, Luthern School
Kenneth R. Mangan, Illinois School
Sister Mary Carl, Boston School
J. C. McAdams, Texas Deaf, Blind, and Orphan School
William J. McClure, Indiana School
Rev. Lawrence C. Murphy, St. John's School
A. S. Myklebust, South Dakota School
John G. Nace, Pennsylvania School
Roy G. Parks, Arkansas School
Ben Phillips, Louisana School
Frances I. Phillips, Kendall School
Margaret H. Powers, Div. of Physically Handicapped, Chicago
George T. Pratt, Clarke School
Howard M. Quigley, Minnesota School

Edward W. Reay, Idaho School
Sister Rose Gertrude, St. Mary's School
Stanley D. Roth, Kansas School
Hugo F. Schunhoff, California School
Joseph R. Shinpaugh, Virginia School
Bruce R. Siders, Michigan School
Paul Small, Sunshine Cottage School
Car. F. Smith, North Dakota School
Fred L. Sparks, Georgia School
Roy M. Stelle, New York School
Robert W. Tegeder, Utah School
George H. Thompson, Nebraska School
Edward W. Tillinghast, Arizona School
Mrs. Spencer Tracy, John Tracy Clinic
Armin G. Turechek, Colorado School
John M. Wallace, Florida School
Edward J. Waterhouse, Perkins School
William E. Woodrick, Mississippi School
Joseph P. Youngs, Governor Baxter School

Associate Members

Bill G. Blevins, Clarke School
Donald R. Calvert, San Francisco Hearing and Speech Center
Leo Connor, Lexington School
William N. Craig, Oregon School
S. James Cutler, Medical College of Virginia
John L. Darby, San Francisco Hearing Society
George Detmold, Gallaudet College
Thomas J. Dillon, New Mexico School
Francis W. Doyle, California State Department of Education
Robert Frisina, Gallaudet College
John Gough, Captioned Films for the Deaf, U.S. Office of Education
Gordon F. Harland, Arizona School
Jack R. Hartong, Illinois School
Audrey Hicks, Classes for the Deaf, Houston, Texas
Joel R. Hoff, Perkins School
Ralph L. Hoag, U. S. Office of Education
Ray L. Jones, San Fernando Valley State College
Richard Krug, University of Colorado
Myron A. Leenhouts, California School, Berkeley
Edgar L. Lowell, John Tracy Clinic
Sister M. Regina, St. Mary's School
Marianne McKean, Massachusetts State Department of Education
William E. Miller, Institute of Logopedics
Betty P. Ohlinger, New Mexico School
S. W. Patterson, California State Department of Education
Mary F. Pearce, Arizona School
Priscilla Pittenger, San Francisco State College
Millicent Reynolds, New Mexico School

Jerome Schein, Gallaudet College
Eldon E. Shipman, West Virginia School
Jean Weida, Program Instructor for the Deaf, Dallas, Texas
Maurice M. White, Jericho Hill School
Frances Wilkins, St. Joseph's School, New York
L. W. Woodworth, Vocational Rehabilitation, Vancouver, Washington

Honorary Members

Elwood A. Stevenson
Powrie V. Doctor

Irving S. Fusfeld
Boyce Williams

Guests Present

Valentine Becker, San Francisco Unified School District
Elizabeth E. Benson, Gallaudet College
Elwood L. Bland, Leadership Training, San Fernando Valley State College
F. A. Caligiuri, San Fernando Valley State College
James Card, Leadership Training, San Fernando Valley State College
Dorine Cunningham, Dallas Pilot Institute for the Deaf
Alan B. Crammattee, Gallaudet College
Virginia H. Firth, California School for the Deaf, Riverside
Elizabeth Gesner, San Fernando Valley State College
Barry Griffing, California School for the Deaf, Berkeley
Judith Grimm, Leadership Training, San Fernando Valley State College
Jane Harris, Jane Brooks School for the Deaf
Gordon M. Hayes, California State Department of Education
Tom Henderson, Leadership Training, San Fernando Valley State College
Henning Irgens, Leadership Training, San Fernando Valley State College
Anthony LaBue, San Fernando Valley State College
Sister Loyola Marie, St. Francis de Sales School for the Deaf
Sister Mary Eymard (Guest of Sister Mary Carl)
Lawretta O'Hara (Guest of Miss Eileen Connolly)
Albert T. Pimentel, Tennessee School for the Deaf
Stephen P. Quigley, University of Illinois
Myra Shine, California School for the Deaf, Riverside
Ralph E. Spear, Public Administration Service, Washington, D.C.
Ernest Strong, San Fernando Valley State College
Bernard T. Tervoort, St. Michielsgestel, Netherlands
Eugene Thomure, Leadership Training, San Fernando Valley State College
William Wagner, Leadership Training, San Fernando Valley State College

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF
THIRTY-SIXTH REGULAR MEETING
Riverside, California
April 12-17, 1964

Conference Membership List

Present

ARIZONA	Arizona School for the Deaf	Tucson
ARKANSAS	Arkansas School for the Deaf	Little Rock
CALIFORNIA	California School for the Deaf	Berkeley
	California School for the Deaf	Riverside
	John Tracy Clinic	Los Angeles
CANADA	Alberta School for the Deaf	Edmonton, Alberta
	Interprovincial School	Amherst, Nova Scotia
	Ontario School for the Deaf	Belleville, Ontario
	Saskatchewan School for the Deaf	Saskatoon, Saskatchewan
COLORADO	Colorado School for the Deaf	Colorado Springs
CONNECTICUT	American School for the Deaf	West Hartford
DISTRICT OF COLUMBIA		
	Gallaudet College	Washington
	Kendall School for the Deaf	Washington
FLORIDA	Florida School for the Deaf	St. Augustine
GEORGIA	Georgia School for the Deaf	Cave Spring
IDAHO	Idaho School for the Deaf	Gooding
ILLINOIS	Bureau of Physically Handicapped and Division of Speech Correction	Chicago

	Illinois School for the Deaf	Jacksonville
INDIANA	Indiana School for the Deaf	Indianapolis
KANSAS	Kansas School for the Deaf	Olathe
LOUISIANA	Louisaiana School for the Deaf	Baton Rouge
MAINE	Governor Baxter State School for the Deaf	Portland
MARYLAND	Maryland School for the Deaf	Frederick
MASSACHUSETTS	Beverly School for the Deaf	Beverly
	Boston School for the Deaf	Randolph
	Clarke School for the Deaf	Northampton
	Horace Mann School	Roxbury
	Perkins School for the Blind, Department for the Deaf-Blind	Watertown
MICHIGAN	Michigan School for the Deaf	Flint
MINNESOTA	Minnesota School for the Deaf	Faribault
MISSISSIPPI	Mississippi School for the Deaf	Jackson
MISSOURI	Missouri School for the Deaf	Fulton
NEBRASKA	Nebraska School for the Deaf	Omaha
NEW HAPSHIRE	Crotched Moutain School for the Deaf	Greenfield
NEW MEXICO	New Mexico School for the Deaf	Santa Fe
NEW YORK	Mill Neck Manor, Lutheran School for the Deaf	Mill Neck
	New York School for the Deaf	White Plains
	Rochester School for the Deaf	Rochester
	St. Francis de Sales School for the Deaf	Brooklyn
	St. Joseph's School for the Deaf	New York

	St. Mary's School for the Deaf	Buffalo
NORTH CAROLINE	North Caroline School for the Deaf	Morganton
NORTH DAKOTA	North Dakota School for the Deaf	Devils Lake
OKLAHOMA	Jane Brooks Foundation	Checkasha
OREGON	Oregon State School for the Deaf	Salem
PENNSYLVANIA	DePaul Institute for the Deaf	Pittsburgh
	Pennsylvania School for the Deaf	Philadelphia
	Western Pennsylvania School for the Deaf	Edgewood, Pittsburgh
SOUTH DAKOTA	South Dakota School for the Deaf	Sioux Falls
TENNESSEE	Tennessee School for the Deaf	Knoxville
TEXAS	Sunshine Cottage School for Deaf Children	San Antonio
	Texas Blind, Deaf, and Orphan School	Austin
	Texas School for the Deaf	Austin
UTAH	Utah School for the Deaf	Ogden
VERMONT	The Austine School	Brattleboro
VIRGINIA	Virginia School for the Deaf	Staunton
	Virginia State School	Hampton
WASHINGTON	Washington State School for the Deaf	Vancouver
WEST VIRGINIA	West Virginia School for the Deaf	Romney
WISCONSIN	St. John's School for the Deaf	Milwaukee
	Wisconsin School for the Deaf	Delavan

Not Present

ALABAMA	Alabama School for the Deaf	Talladega
CALIFORNIA	Hyde Park Boulevard School	Los Angeles
	Theodore Roosevelt School	Compton
CANADA	Jericho Hill School	Vancouver, British Columbia
	Mackay School for the Deaf	Montreal, Quebec
	Ontario School for the Deaf	Milton, Ontario
COLORADO	John Evans Elementary School	Denver
CONNECTICUT	Mystic Oral School for the Deaf	Mystic
GEORGIA	Oral School for the Deaf	Atlanta
HAWAII	Diamond Head School for the Deaf	Honolulu
IOWA	Iowa School for the Deaf	Council Bluffs
KANSAS	Institute of Logopedics	Wichita
	Pre-School for the Deaf, University of Kansas Medicl Center	Kansas City
KENTUCKY	Kentucky School for the Deaf	Danville
LOUISIANA	St. Joseph Hall	Marrero
MICHIGAN	Detroit Day School for the Deaf	Detroit
	Lutheran School for the Deaf	Detroit
MISSOURI	Central Insitute for the Deaf	St. Louis
	Gallaudet School for the Deaf	St. Louis
	St. Joseph's Institute for the Deaf	University City
MONTANA	Montana School for the Deaf	Great Falls
NEW JERSEY	Newark Day School	Newark
	New Jersey School for the Deaf	West Trenton

NEW YORK	Central New York State School for the Deaf	Rome
	Cleary School for Deaf Children	Lake Ronkonkoma
	Lexington School for the Deaf	New York City
	Public School #47	New York City
	Public School 158M	New York City
	Syracuse University Nursery Class	Syracuse
NORTH CAROLINA	North Carolina State School for the Blind and Deaf	Raleigh
OHIO	Alexander Graham Bell School	Cleveland
	Cleveland Hearing and Speech Center	Cleveland
	Lakewood Day Classes for the Deaf	Lakewood
	Ohio School for the Deaf	Columbus
	St. Rita's School for the Deaf	Cincinnati
OKLAHOMA	Oklahoma School for the Deaf	Sulphur
OREGON	The Tucker-Maxon Oral School	Portland
PENNSYLVANIA	Pennsylvania State Oral School for Deaf	Scranton
	Willis and Elizabeth Martin Public School	Philadelphia
RHODE ISLAND	Rhode Island School for the Deaf	Providence
SOUTH CAROLINA	South Carolina School for Deaf	Spartanburg
TEXAS	Dallas Pilot Institute for the Deaf	Dallas
WASHINGTON	University Heights School for Deaf	Seattle

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE

INDIANAPOLIS, INDIANA, JANUARY 25, 1964

I. CALL TO ORDER

The meeting of the Executive Committee of the Conference of Executives of American Schools for the Deaf was held in the student center at the Indiana School for the Deaf, Indianapolis, Indiana, on Saturday, January 25, 1964, convening at 3:00 p.m. The meeting was called to order by President Hugo F. Schunhoff. (Note: This meeting followed the meeting of the Joint Annals Advisory Committee which was held at the same place from 1:00 p.m. - 3:00 p.m.)

Members of the Committee present:

Hugo F. Schunhoff, California School for the Deaf, Berkeley
Edward W. Tillinghast, Arizona School for the Deaf
Lloyd A. Harrison, Missouri School for the Deaf
John F. Grace, Texas School for the Deaf
William J. McClure, Indiana School for the Deaf
Joseph R. Shinpaugh, Virginia School for the Deaf
Roy G. Parks, Arkansas School for the Deaf
Jack Brady, West Virginia School for the Deaf
R. Bruce Siders, Michigan School for the Deaf

Member of the Committee Absent:

Rev. Thomas R. Bartley, DePaul Institute for the Deaf, Pennsylvania

II. APPROVAL OF THE MINUTES OF THE EXECUTIVE COMMITTEE MEETING OF JUNE 21, 1963

Joe R. Shinpaugh moved, Edward Tillinghast seconded that the minutes of the meeting of the Executive Committee of June 21, 1963, as published and circulated be approved. The motion carried.

III. APPROVAL OF INTERIM ACTIONS

1. Appointment of William J. McClure to represent the Conference on the Council on Education of the Deaf, filling the unexpired term of Hugo F. Schunhoff. Term to expire July 31, 1965.

2. To set annual dues for Associate Membership at $5.00.

3. Approval of lists 1, 2, 3, 4, and 5 of Associate Members as presented. Note: A current list of all associate members will be included in the published proceedings of the Thirty-Sixth

Regular Meeting of the Conference.

4. Approval of payment of expenses for Dr. Howard M. Quigley to represent the Conference at a meeting called by NCATE, held in Chicago, Illinois, November 14-15, 1963.

William J. McClure moved and Jack Brady seconded the motion to approve the four interim actions as listed above. The motion carried.

IV.. FIVE HUNDRED DOLLAR ANNUAL EXPENSE AUTHORIZATION

Bruce Siders made the following motion: To authorize the Conference president to spend as much as $500.00 annually for expenses for himself and/or his appointee to carry out important Conference business. This motion was seconded by Roy Parks and the motion carried.

V. PROPOSAL TO RAISE CONFERENCE DUES FOR REGULAR MEMBERS

After considerable discussion concerning the feasibility of raising Conference dues for regular members, it was suggested that the president appoint a committee to consider the matter of a dues raise and to report their findings at the meeting of the Executive Committee at Riverside, April 12, 1964.

The above motion was made by William J. McClure and seconded by John Grace and carried. President Schunhoff appointed Edward W. Tillinghast, Joseph R. Shinpaugh and Jack Brady to serve on this study committee; Edward Tillinghast to serve as chairman.

VI. TREASURER'S REPORT

John Grace provided each member of the Executive Committee with a Treasurer's Report covering the period from July 1, 1963 to January 20, 1964, and a supplementary Treasurer's Report covering the period from June 17, 1963 to June 30, 1963. Both reports submitted by the treasurer are reproduced herewith. On motion made by Jack Brady and seconded by William J. McClure, the Executive Committee unanimously voted to accept the Treasurer's Report.

(See Report on Next Page)

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

TREASURER'S REPORT

July 1, 1963 - January 20, 1964

Bank Balance July 1, 1963		$3014.07
Receipts:		
93 Conference Dues @ $20.00	$1860.00	
70 Associate Dues @ $5.00	350.00	
Total	$2210.00	$2210.00
Total Bank Balance & Receipts		$5224.07
Disbursements:		
Voucher S-1 Indiana Bell Telephone Co.	$ 14.95	
Voucher S-2 To American Annals for paperback pamphlets	750.00	
Voucher S-3 Hugo Schunhoff 500 Stamped Envelopes	28.80	
Voucher S-4 Martin's Flowers for Johnson	10.30	
Voucher S-5 Indiana Bell Telephone Co.	2.65	
Voucher S-6 - American Annals 2 Bronze Plaques	90.00	
Voucher S-7 - John F. Grace 500 Stamped Envelopes	28.80	
Voucher S-8 Pacific Telephone Co.	28.27	
Voucher S-9 - Howard Quigley Telephone Call from Pratt	2.40	
Voucher S-10 Indiana Bell Telephone Co.	4.25	
Voucher S-11 Pacific Telephone Co.	31.79	

Voucher S-12 Pacific Telephone Co.	13.80	
Voucher S-13 Pacific Telephone Co.	1.38	
Voucher S-14-Howard Quigley NCATE Chicago	70.34	
Voucher S-15 Indiana Bell Telephone Co.	3.15	
Voucher S-16 Pacific Telephone Co.	24.97	
Voucher S-17-Hugo Schunhoff Phone bill plus telegram to Mrs. Kennedy	18.84	
Voucher S-18-Ben Hoffmeyer Proceedings paper and postage	35.00	
Voucher S-19 Indiana Bell Telephone Co.	3.50	
Voucher S-20 Pacific Telephone Co.	4.68	
Total Disbursements	$1167.87	$1167.87
Bank Balance January 20, 1964		$4056.20

John F. Grace, Treasurer

CONFERENCE OF EXECUTIVES
OF
AMERICAN SCHOOLS FOR THE DEAF

SUPPLEMENTARY TREASURER'S REPORT
June 17, 1963-June 30, 1963

Bank Balance June 17, 1963		$4541.47
Receipts:		
2 Conference Dues @ $20.00	$ 40.00	
5 Banquet Tickets @ $10.00	50.00	
Powrie Doctor - from Al Davis	2.75	
	$ 92.75	
Total Bank Balance and Receipts		$4634.22

Disbursements:

Voucher #76 Indiana Bell Telephone Co.	$ 30.15	
Voucher #77 - John F. Grace Refund on unused Banquet Tickets	30.00	
Voucher #78 International Congress of Ed. Deaf Banquet expense at Cosmos Club	1560.00	
Total Disbursements	$1620.15	$1620.15
Bank Balance June 30, 1963		$3014.07
		$4634.22

John F. Grace, Treasurer

VII. REPORT OF THE ANNALS ADVISORY COMMITTEE

Dr. E. B. Boatner reported as chairman of the Joint *Annals* Advisory Committee.

1. Dr. Boatner informed the Executive Committee that Dr. Powrie V. Doctor who had indicated that he was planning to resign as editor of the American Annals in June of 1965 has reconsidered and is now willing to postpone indefinitely his retirement date from the editorship of the *Annals*. This announcement resulted in spontaneous applause from the members of the Executive Committee. President Schunhoff asked that Dr. Doctor submit a letter to the president of the Conference withdrawing the original letter in which he announced his planned retirement. Dr. Doctor indicated he would willingly submit the letter.

2. Dr. Boatner stated that the *Annals* Advisory Committee recommended the transfer of $750 from the Conference treasury to the office of the *Annals*. This $750 is the Conference's annual contribution to the operating costs of the *Annals*. The transfer of funds was unanimously authorized on motion made by Dr. McClure and seconded by Dr. Tillinghast.

3. Dr. Boatner further stated that Dr. Brill had suggested that the *Annals* differentiate between deaf and hard of hearing in the statistical issue. Dr. Boatner indicated that there was some fear that an inaccurate picture was being conveyed. There was also discussion concerning certain statistical questions such as average class size, teacher-pupil ratio, et cetera. Chairman Boatner indicated that the Annals Advisory Committee would study these issues further and present suggested solutions to the Executive Committee when the Conference meets in Riverside.

4. Chairman Boatner reported that Dr. Robert Frisina had resigned as associate editor of the Annals. He further reported that Dr. Doctor had recommended that Dr. Elizabeth Benson be appointed associate editor with authority to sign checks and to function as authorized by the ediotr. It was further suggested that Dr. Benson be paid on an hourly basis and that the total annual compensation not exceed $400. The resignation of Dr. Frisina was accepted and the appointment of Dr. Benson as associate editor with the suggested duties and compensation was unanimously authorized on motion by Mr. Brady and seconded by Mr. Grace.

5. Dr. Boatner reported briefly regarding a VRA proposal made some years back regarding the January issue. It was indicated that this proposal, had it been accepted, might have provided the Annals ten thousand dollars per year to apply to printing costs. Dr. Boather reported that the editor had originally opposed the idea of VRA contributing financially to the statistical issue of the Annals in return for the publishing of certain statistical information in which VRA was interested. The editor's caution stemmed largely from the fact that VRA's support might possibly be short lived and that the Annals might have to underwrite and support the project thereafter without help from VRA. Dr. Boatner expressed a desire to have the matter looked into further. On motion made by Dr. McClure and seconded by Mr. Brady, it was requested that the chairman look into this matter in detail and report to the Executive Committee at a later date. Motion passed.

III. APPLICATIONS FOR REGULAR MEMBERSHIP

President Schunhoff presented the names of three schools requesting application for membership in the Conference on which interim action had been incomplete.

1. St. John's School for the Deaf, Milwaukee:

Accepted for membership on motion made by Jack Brady and seconded by John Grace and passed.

2. Oral School for the Deaf, Atlanta.

Accepted for membership on motion made by William McClure, seconded by Joseph Shinpaugh and passed.

3. St. Francis DeSales School for the Deaf, Brooklyn.

The president reported that he had written a letter to Father Cribben, head of the school, requesting additional information concerning enrollment and classification, but as yet has received no answer. On motion made by Tillinghast, seconded by Shinpaugh, the application of the St. Francis DeSales School for the Deaf for membership in the Conference was tabled. On motion made by Tillinghast, seconded by Shinpaugh, and unanimously passed, the president was instructed to invite Father Cribben to attend the Riverside meeting.

While the Executive meeting was in session, President Schunhoff received a communication from Father Cribben giving the needed data. On motion made by Dr. McClure and seconded by Mr. Shinpaugh, the matter was reconsidered and the Executive Committee voted to accept the St. Francis DeSales School for Conference membership.

IX. APPROVAL LISTS 6 and 7 OF PROPOSED ASSOCIATE MEMBERS

On motion by Dr. McClure and seconded by Dr. Tillinghast, List 6 of proposed Associate Members, amended by one deletion, was unanimously approved.

Further discussion revealed that the general feeling of the Executive Committee was to the effect that the Associate Memberships should, in general, come from sources whose primary discipline is education of the deaf. It was also indicated that there is a possibility that Associate Memberships can be had too easily and that the numbers could conceivably get out of hand. There was a feeling that some study and some established guidelines, other than those stated in the by-laws, should govern our actions.

President Schunhoff read List 7 of proposed Associate Members to the Executive Committee and this list was accepted unanimously on motion made by Mr. Grace and seconded by Mr. Shinpaugh.

X. NEW REGULAR MEMBERS

The president discussed with the Executive Committee the possibility and the procedure for checking on eligible additional schools to be invited to join as regular members of the Conference of Executives. After some discussion by members of the Executive Committee, President Schunhoff appointed a committee composed of John Grace, Lloyd Harrison, and Bruce Siders, and instructed this committee to give some thought and study to the subject of new regular members of the Conference and to report back to the Executive Committee at the meeting in Riverside, April 12, 1964.

XI. COUNCIL ON CHILDREN AND YOUTH

Mr. Shinpaugh made a brief report to the Executive Committee on his plans to attend the meeting of the National Committee for Children and Youth. He explained that this group held meetings in Washington every two or three years. He reported he had attended one meeting as representative of the Conference. The Conference has been represented on this council for a number of years by Dan Cloud.

Mr. Shinpaugh also reported the council was asking for further financial support. President Schunhoff read a letter which he had received from Mr. Ryan, the chairman of the National Committee for Children and Youth, in which Mr. Ryan was soliciting funds for the routine expenses of the organization. On motion made by Dr. Tillinghast, seconded by Mr. Brady and passed unanimously, the Executive Committee voted to contribute $50.00 to the N.C.C.Y. and further appointed Mr. Shinpaugh to represent the Conference at the April meeting of the National Committee for Children and Youth; the Conference to pay the registration fee.

XII. COUNCIL ON EDUCATION OF THE DEAF REPORT

Dr. Schunhoff announced to the Executive Committee that Dr. McClure had been elected president of C.E.D. to succeed Richard Silverman. Dr. Schunhoff asked Dr. McClure to report briefly on the C.E.D. meeting which was held just prior to the Executive Committee meeting.

Dr. McClure commended Dr. Silverman for having done a wonderful job of getting C.E.D. underway and off the ground. With this example set by Dr. Richard Silverman, Dr. McClure felt the job which he inherited would be much easier than it had been for the first president and he expressed his hope of keeping the C.E.D. active and strong.

Dr. McClure reported that the C.E.D. had received thus far $1200 and had, thus far, spent $1100. This money was requested to "prime the pump" for the Internation Congress on the Education of the Deaf, held in Washington, D. C., June, 1963. He explained that the Congress was actually sponsored by the three member organizations which constitute the CED. Dr. McClure indicated that the C.E.D. was requesting an additional contribution of $200 from each of its member organizations. On motion made by Dr. Tillinghast, seconded by Mr. Shinpaugh and unanimously passed, the Executive Committee decided to transfer $200 to the treasurer of C.E.D.

XIII. REPORT ON IDIOM BOOK PROJECT BY E. B. BOATNER

Dr. Boatner gave a progress report concerning the J. L. Smith book on idioms, which is currently being revised. The objective is to produce a revision of the original work of Dr. J. L. Smith, producing a new handbook of four thousand idioms. The project had grown from small beginnings to a rather elaborate project. The project is aided by funds made available in 1962 by the Office of Vocational Rehabilitation. Dr. Boatner indicated that they are experiencing considerable difficulty defining some idioms in clear and simple terms. He indicated that fine progress is being made and, barring unforseen interruptions, the project should be completed by June 30, 1964. At the present time there is no definite plan as to how and where the new handbook of idioms will be printed.

XIV. REPORT OF CHAIRMAN OF THE VOCATIONAL COMMITTEE

Dr. Boatner, Chairman of the Vocational Committee of the Conference, also reported briefly on the vocational study in New England which is currently underway, and the work of the committee in general. He indicated that progress is being made and that many influential and thoughtful people are sensitive to the need for vocational and technical training. He gave a brief background of the history of the movement, which started with a paper which he wrote emphasizing the special training needs of the deaf. Dr. Boatner indicated that he had attended a meeting with Dr. Boyce Williams and Dr. Mary Switzer last February in Washington where the need for regional vocational training centers was discussed in considerable detail. A planning session to study and survey this proposed vocational project for the New England area got underway at a meeting in Hartford in October of 1963. This planning meeting was attended by representative deaf people, VRA people, and educators of the deaf.

According to Dr. Boatner, the green light has been given to this project and Dr. Switzer has asked that a companion study be carried on in the Central Southwest.

There was much random discussion on the vocational training possibilities that are either at present in the planning stage or undergoing the scrutiny of current or planned research. The results of the current surveys will, no doubt, determine, to a large degree, future planning and efforts with regard to improving vocational education for the deaf.

XV. CONFERENCE PROGRAM AND DINNER AT RIVERSIDE

President Schunhoff discussed briefly the plans with regard to the Conference at Riverside and gave a resume of the program as planned by Program Chairman Marvin Clatterbuck and his committee. On motion made by Dr. McClure, seconded by Mr. Brady and passed, the Executive Committee accepted the tentative program as outlined and also authorized the president to use his own discretion with regard to inviting guests to attend the Riverside meetings.

XVI. CONFERENCE DINNER AT A. G. BELL MEETING IN SALT LAKE CITY

The president also announced that the Conference dinner for the A. G. Bell meeting in June was tentatively scheduled for June 23.

XVII. TENTH INTERNATIONAL GAMES FOR THE DEAF

The president mentioned the fact that he had received communication inviting the Conference to purchase advertising in the official programs of the Tenth International Deaf Olympic Games. After some brief discussion, it was agreed by consensus that no action was indicated as these games are not a function of the Conference.

XVIII. INTERNAL REVENUE PROCEDURE

President Schunhoff reported to the Executive Committee the reporting form has recently been changed and that the San Francisco office had demanded reports in greater detail than those which had been made during the past three years in Indianapolis. He indicated his business manager spent some three days working out the details and completing the report. President Schunhoff also indicated that in the future it would be necessary for the treasurer and the editor of the Annals to submit their reports covering the fiscal period July 1 through June 30.

XIX. PRINTING PROCEEDINGS OF RIVERSIDE MEETING

The president indicated that arrangements needed to be made for the printing of an estimated 300 copies of the proceedings of the Thirty-Sixth Regular Meeting, to be held at Riverside, California, April 12-17, 1964. After some embarrassing silence, Mr. Harrison, Mr. Grace and Dr. McClure indicated a willingness to assume the responsibility of seeing to it that the proceedings of the Riverside meeting be properly compiled and printed. This arrangement seemed to be satisfactory with the other members of the Executive Committee and was accepted without motion or further action.

XIX. AWARDS

Note: Details of this item will appear in the published proceedings of the Thirty-Sixth Regular Meeting.

XXI. RECOGNITION OF RESOLUTION

President Schunhoff asked that the Conference take official recognition of the resolution of appreciation presented to Dr. Doctor by the board of directors of Gallaudet College. This resolution cited Dr. Doctor for outstanding performance and inspired leadership in connection with his work with the International Congress.

XXII. CENTENNIAL COMMITTEE REPORT

Dr. McClure submitted the following report to the Executive Committee for their consideration:

In view of the approaching Centennial of the Conference in 1968 the president has appointed a Centennial Committee composed of the past presidents and the vice president to prepare adequately for the occasion. There has not yet been a meeting of the committee as a whole. However, there has been an exchange of ideas through correspondence. Among the suggestions now being considered are the following:

1. The preparation of (including the writing and publishing) a comprehensive history of the Conference of Executives. This would require an author with considerable time and ability.
2. Selection of a suitable place far enough in advance of the 1968 meeting for adequate planning to be accomplished at the local level. The importance of this meeting indicates that the site be selected during the 1964 meeting of the Conference at Riverside, and that the entire membership of the Conference make the decision.
3. Utilization of the occasion of the Centennial for improved publicity and for expanding the public image of the Conference.
4. The identification of the various committees necessary to prepare for the Centennial and assisting in devising a Centennial letterhead.
5. Cooperating with the various committees responsible for the 1968 meeting.

The Centennial Committee plans to meet in Riverside to further plans for the project.

XXIII. CONFERENCE COMMITTEE ON HIGHER EDUCATION

Marshall Hester reported that the Committee on Higher Education established in June, 1963, have been relatively inactive. The reason for the lack of activity is the fact that the congress has directed a study be made of the Education of the Deaf and Gallaudet College and members of the committee feel that perhaps they should take little or no action at the present time until the study has been completed and its report rendered.

XXIV. CONFERENCE BROCHURE

The president mentioned the brochure put out by the Conference a few years ago and suggested that it should be updated, and re-issued. He presented each member of the Executive Committee with a proposed new Conference brochure prepared by Mr. Ken Huff, Chairman of the Public Relations Committee. The proposed new brochure is more elaborate than the previous brochure distributed by the Conference. Each member of the Executive Committee received a copy of the proposed new brochure and each was asked to read and study it and be ready to discuss it further at the Riverside meeting in April.

XXV. EXECUTIVE COMMITTEE MEETING, JANUARY, 1965

The president indicated that invitations were in order for the January, 1965 meeting of the Executive Committee. Roy Parks, superintendent of the Arkansas School, invited the Executive Committee to meet in Little Rock in January of 1965. On motion made by Mr. Brady, seconded by Mr. Harrison and unanimously passed, it was decided that the place of the 1965 meeting of the Executive Committee of the Conference and the Joint Annals Advisory Committee would be Little Rock, Arkansas.

XXVI. ADJOURNMENT

There being no further business to be brought before the Executive Committee, the president closed the proceedings by expressing the gratitude of the entire committee to Dr. McClure, his family and staff for the wonderful hospitality, food, facilities, and other favors extended during the meeting.

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE

RIVERSIDE, CALIFORNIA, April 12, 1964

I. CALL TO ORDER

The meeting of the Executive Committee of the Conference of Executives of the American Schools for the Deaf was held at the Mission Inn in Riverside, California, on Sunday, April 12, 1964, convening at 2:00 p.m. The meeting was called to order by President Hugo F. Schunhoff.

Members of the Committee present:

Hugo F. Schunhoff, California School for the Deaf, Berkeley
Edward W. Tillinghast, Arizona School for the Deaf
Lloyd A. Harrison, Missouri School for the Deaf
John F. Grace, Texas School for the Deaf
William J. McClure, Indiana School for the Deaf
Joseph R. Shinpaugh, Virginia School for the Deaf
Roy G. Parks, Arkansas School for the Deaf
Jack Brady, West Virginia School for the Deaf
Rev. Thomas R. Bartley, DePaul Institute for the Deaf, Pennsylvania

Member of the Committee absent:

R. Bruce Siders, Michigan School for the Deaf

II. APPROVAL OF THE MINUTES OF THE EXECUTIVE COMMITTEE MEETING HELD IN INDIANAPOLIS, INDIANA, January 25, 1964

It was moved by Roy Parks, seconded and passed that the minutes of the meeting of the Executive Committee held in Indianapolis, on January 25, 1964, be approved as circulated.

III. APPROVAL OF INTERIM ACTIONS

On motion made by Dr. McClure, seconded and passed, List #8 (Associate Members) was approved as circulated.

IV. VISUAL AIDS COMMITTEE REPORT, Richard Krug, Chairman

Dr. Krug reported that members of his committee had recently been called to Washington to assist with planning in the area of Captioned Films. He indicated that the visual aids program has grown rapidly and solicits leadership and direction from the Conference. He suggested that the Conference might do more in the way of assuming informal leadership - helping find ways of getting materials to schools - finding ways of feeding information to captioned films, etc.

Dr. Krug stated the need for the Conference to authorize the Visual Aids Committee to work closely with Captioned Films and, when necessary, to act and function in the name of the Conference.

It was moved by Father Bartley, seconded and passed that Dr. Krug, and his committee, work closely with Mr. John Gough on captioned films projects, as representatives of the Conference, and report back regularly to the Executive Committee.

V. REVISED CONFERENCE BORCHURE

Mr. Kenneth Huff, chairman of the Public Relations Committee of the Conference, presented a proposed sample revision of the Conference Brochure to the Executive Committee for study, suggestions, and possible approval.

Considerable discussion followed, resulting in several constructive suggestions. Dr. Tillinghast proposed that the revised brochure be bound and stapled on the long dimension, making it less awkward to handle. Dr. Schunhoff advised that the committee consider costs carefully. He felt that too many (15,000) copies had been printed of the original brochure. Dr. McClure felt that superintendents should make wider use of these brochures, making them available to state departments and other interested agencies. Dr. McClure felt the brochure was an excellent investment for the Conference and that copies should be distributed free. He further suggested that each school should be furnished with at least fifty (50) copies for distribution.

On motion by Dr. Tillinghast, seconded and passed, the Executive Committee authorized the printing of 10,000 copies of the revised brochure, the cost to be borne by the Conference treasury. The motion further stipulated that President Schunhoff and Dr. McClure were to read and approve the final proof copy of the revised brochure.

VI. TREASURER'S REPORT

Mr. John Grace presented copies of the Treasurer's Report to members of the Executive Committee. The submitted report covered the fiscal period from July 1, 1963 through April 6, 1964. On motion by Mr. Joe Shinpaugh, seconded and passed, the Executive Committee accepted the Treasurer's Report as distributed. The entire detailed report is printed elsewhere in these proceedings. See Table of Contents.

VII. APPLICATION FOR MEMBERSHIP

President Schunhoff presented to the Executive Committee the application of the Catholic Charities' Cleary School for Deaf Children for membership in the Conference. On motion by Dr. McClure, seconded and passed, the Executive Committee approved the Cleary School's application for membership in the CEASD, final action to be taken by the membership at the regular business meeting.

VIII. REPORT OF SUB-COMMITTEE ON POSSIBLE NEW REGULAR CEASD MEMBERS

Mr. John Grace, chairman of the Sub-Committee appointed to propose possible new members for CEASD, presented a list of schools not belonging to the Conference which might qualify for membership. The schools presented were taken from the listings in the January issue of the American Annals. It was moved by Dr. McClure, seconded and passed that President Schunhoff and Treasurer Grace study the list of non-member schools that qualify for membership and to correspond with them, explaining the nature and function of the Conference, thereby encouraging selected schools, through their chief executive officer, to become members of the CEASD organization.

IX. SUB-COMMITTEE REPORT ON MEMBERSHIP DUES (Edward Tillinghast, chairman, Joe Shinpaugh, Jack Brady)

Dr. Tillinghast presented the recommendation of the sub-committee on membership dues. The committee recommended a flat increase in the dues of regular member schools of $15 per annum (from the present $20 to $35 per year), this increase to become effective July 1, 1965. The committee further recommended that associate dues be raised from $5.00 to $10.00 per year, and that this increase become effective July 1, 1964. It was moved by Dr. Tillinghast, seconded and passed that the Executive Committee approve the dues increase suggested, and present the matter to the Conference in business session for consideration.

X. ASSOCIATE MEMBERSHIPS - SUB-COMMITTEE REPORT (Edward Tillinghast, chairman, Jack Brady, Bruce Siders)

Dr. Tillinghast submitted an oral report for the sub-committee appointed to study and recommend guidelines for the admission of associate members to the Conference organization. It was suggested that the Executive Committee needs to define more clearly what is meant by administrative persons eligible for associate membership, to insure that regular members exercise care in making nominations and that approval be kept in focus with the intent of the by-laws as passed.

It was moved by sub-committee chairman, Dr. Tillinghast, seconded and passed that the president hold all nominations for associate membership until the next meeting of the Executive Committee, at which time discussion, recommendation, and action would be taken. It was further stipulated in the motion that no future nominations would be cleared by mail.

XI. CONSIDERATION OF ASSOCIATE MEMBERSHIP LIST #8

The names of Dr. Ralph Hoag and Dr. Boyce Williams were added to list #8 (names previously submitted by Conference members for assoicate membership) on unanimous recommendation of the Executive Committee.

On motion made by Dr. McClure, seconded and passed, the persons whose names appeared on list #8, as revised, were accepted for associate membership.

XII. PLANS FOR THE 37th REGULAR MEETING OF THE CONFERENCE, FLINT, MICHIGAN, JUNE 1965

The Executive Committee discussed briefly plans for the 1965 Conference meeting. Dr. Roth and Mr. Lloyd Ambrosen indicated that the Saturday before the CAID convenes on Sunday was the most propitious time. By consensus, the Executive Committee decided to present the issue to the Conference in business session for final determination.

III. N.I.H. PROPOSAL

President Schunhoff apprised the Executive Committee of the fact the Dr. Hyman Goldstein, from the National Institute of Health, was interested in gathering statistics and other information on causes, and possible prevention, of deafness. President Schunhoff indicated that Dr. Goldstein was scheduled to talk to the Conference on Thursday and explain the proposal in detail.

XIV. C.E.D. REPLACEMENT FOR DR. SAM CRAIG

President Schunhoff indicated that the C.E.D. term of Dr. Sam Craig would expire on August 1, 1964, and nominated Dr. Edward Tillinghast as replacement. On motion made by Mr. Shinpaugh seconded and passed, the Executive Committee approved the nomination.

XV. ANNALS ADVISORY COMMITTEE REPORT

Dr. Boatner, chairman of the Annals Advisory Committee, made a brief report to the Executive Committee proposing the following recommendations:

1. That the group subscription price of the Annals be raised from $3.50 to $4.00 per copy.

2. That the statistical issue format be changed by the editor so as to arrange information by states.

3. That the November issue be paid for from funds from the Lutheran Workshop.

On motion made by Dr. McClure, seconded and passed, the report of the Annals Advisory Committee was accepted and the recommendations approved.

Complete minutes of the Annals Advisory Committee meeting are printed elsewhere in these proceedings. (See Table of Contents.)

XVI. CERTIFICATES AND AWARDS

President Schunhoff suggested that the Conference present Dr. Marshall Hester, Dr. Lloyd Berg, and Mr. G. I. Harris, all retiring superintendents of state schools for the deaf, with Certificates of Merit. This suggestion was endorsed unanimously and enthusiastically by the Executive Committee.

XVII. TEMPORARY ADJOURNMENT

The Executive Committee adjourned to reconvene on Thursday, April 16, for such further business as might require the attention of the Executive Committee.

EXECUTIVE COMMITTEE MEETING CONTINUED

The Executive Committee was reconvened by President Schunhoff at 2:00 p.m. on Thursday, April 16th, with all members present.

XVIII. CONSIDERATION OF ADDITIONAL NOMINATIONS FOR ASSOCIATE MEMBERSHIP

Dr. Graunke presented the names of Dr. Roger Frey, Director of Special Education, University of Tennessee, and Mr. Norman Tully, who heads a program at the University of Tennessee designed to prepare rehabilitation counselors to work more effectively with the deaf.

On motion by Mr. John Grace, seconded and passed, both the names of Dr. Roger Frey and Mr. Norman Tully were added to list #8 for acceptance as associate members of the Conference.

On motion made by Mr. Jack Brady, seconded and passed, the name of Mr. S. W. Patterson, Assistant Chief, Division of Special Schools and Services, California State Department of Education, was included in list #8.

On motion made by Dr. E.B. Boatner, seconded and passed, Dr. Geraldine Garrison, Speech Consultant for the State of Connecticut, was added to list #8.

On motion made by Mr. Bruce Siders, seconded and passed, the name of Mr. Tom Paulos, Principal, Michigan School for the Deaf, was added to list #8.

On motion made by Father Bartley, seconded and passed, the name of Sister Bridgetta S.C.M.A., was included in list #8.

XIX. FUNDS FOR DORMITORY COUNSELLORS CERTIFICATION COMMITTEE

President Schunhoff explained that the Committee on Certification of Dormitory Counsellors needed funds to get started on the job of issuing certificates to qualified applicants and suggested the transfer of $100 from the treasury to a revolving fund for use by the Dormitory Counsellors Certification Committee. On motion by Mr. Roy Parks, seconded and passed, the suggested transfer of $100 was authorized.

XX. REQUEST FOR FUNDS (CENTENNIAL COMMITTEE)

Dr. McClure, chairman of the Centennial Committee, explained the Committee's need for immediate funds to initiate work on the history of the Conference and the Education of the Deaf. The book, when completed, is to be sold and, hopefully, the money needed for assembling data, editing, and printing, will be recovered. Dr. McClure indicated that the immediate need was for $1,000 from the Conference treasury to get the proposed project underway. On motion by Father Bartley, seconded and passed, the request of the Centennial Committee for an advance of $1,000 from the Conference treasury was authorized.

XXI. PROCEEDINGS INTERNATIONAL CONGRESS

Dr. McClure reported that Doctor Powrie Doctor had received word from Miss Sarah W. Toomer of the Annals office that the Rules Committee of the Congress had failed to authorize the printing of the proceedings of the International Congress. It was pointed out by Dr. McClure that the Federal Government had appropriated $100,000 in support of the International Congress originally, and should be implored to support the printing of the proceedings so that the wealth of information and data produced could be recorded for all educators of the deaf. It was further indicated that the government printing office had agreed to an expenditure of $10,000, plus binding, instead of the needed $20,000, plus binding.

On motion by Dr. Tillinghast, seconded and passed, the Executive Committee decided to bring this matter before the

Conference, recommending the adoption of a resolution urging the Congress to authorize the government printing house to print the proceedings of the International Congress as requested.

XXII. LETTERS FROM RHODE ISLAND SCHOOL

President Schunhoff reported he had received communication from Rhode Island expressing concern over policies and proposals which might adversely effect the program and function of the Rhode Island School for the Deaf.

President Schunhoff appointed a committee (Dr. Tillinghast, chairman, Edward Reay, Jim Gallaway) charged with the responsibility of framing a suitable resolution, and presenting it via the report of the Resolutions Committee for consideration by the Conference at its Friday session.

XXIII. ADJOURNMENT

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

MINUTES OF THE MEETING OF THE ANNALS COMMITTEE

INDIANAPOLIS, INDIANA, JANUARY 25, 1964

I. CALL TO ORDER

The meeting of the Annals Committee of the Conference of Executives of American Schools for the Deaf was held at the Indiana School for the Deaf, Indianapolis, Indiana, on Saturday, January 25, 1964, convening at 1:00 p.m. The meeting was called to order by Dr. E. B. Boatner, Chairman.

Members of the Committee present:

E. B. Boatner, American School for the Deaf
Jack Brady, West Virginia School for the Deaf
William J. McClure, Indiana School for the Deaf
Hugo F. Schunhoff, California School for the Deaf, Berkeley
Sam B. Craig, Western Pennsylvania School for the Deaf, Pittsburgh
W. Lloyd Graunke, Tennessee School for the Deaf
Roy M. Stelle, New York School for the Deaf, White Plains
Lloyd A. Ambrosen, Maryland School for the Deaf

II. TREASURER'S REPORT

Dr. Doctor gave a rough summary of receipts, expenditures and balances and indicated that a formal and accurate financial statement would be provided the Committee prior to the Riverside meeting of the Conference. In summary, the information furnished the Annals Committee at the January meeting follows:

1963 receipts	$30,145.82
1963 disbursements	$30,035.00
Present subscription list	$ 3,500.00
Annual payroll - approximately	$ 6,000.00
Present balance - approximately	$13,000.00

III. RANDOM DISCUSSION RE DAY CLASS DATA AND OTHER INFORMATION COLLECTED AND PUBLISHED BY THE ANNALS

Dr. Doctor reported that the number of day pupils for 1962-63 had increased by approximately 1000. He further indicated that it was extremely difficult to get accurate information, that many day classes fail to complete and return the questionnaire, and that many day schools are not familiar with, or even aware of, the Annals, the Conference, or the Convention.

Dr. Boatner expressed grave doubts as to the validity of information which leads to indications of these almost unbelievable increases in newly established classes.

Dr. Boatner questioned the composition of many of the reported day classes, doubting that they are bona fide classes for the deaf and/or hard of hearing. Dr. Boatner further remarked that the Northeast had not been experiencing this rash of newly established day classes. Dr. Boatner further pointed out that, to his knowledge, not one new day class had been created in the Northeast in the last 30 years.

Dr. Graunke showed concern over our inability to accurately and validly investigate these trends. He indicated we must find ways to clearify and to insure that valid information is furnished the Annals. Both, Dr. Graunke and Mr. Grace, indicated there is presently no accurate way to attack the problem. They further indicated that valid information was most difficult to obtain from California and Texas. Dr. Boatner reiterated that for several years statements have been made re the existence of multitudinous deaf children in unknown day classes. He felt that, for the most part, they were nonexistent.

All committee members showed concern and all are interested in better ways of gathering accurate information for the statistical issue of the Annals so that the picture will not be distorted.

Dr. Boatner indicated that Dr. Brill has suggested that the statistical issue differentiate between the deaf and the hard of hearing. Again, Dr. Boatner felt that an inaccurate picture was being conveyed, and he indicated some misgivings as to whether or not accurate answers could be found.

Mr. Ambrosen raised further statistical questions re the January issue of the Annals. He indicated some misgivings about the validity of the information on average class size and teacher-pupil ratio. He felt this information might be misleading and that frequently the figures are conflicting and give a cloudy, if not inaccurate, picture.

Dr. Craig moved that the whole problem be tabled and that it be discussed and dealt with in greater detail at the Riverside meeting of the Committee. Dr. Craig's motion was seconded by Mr. Brady and carried.

IV. ANNUAL CONFERENCE PAYMENT IN SUPPORT OF ANNALS OFFICE

Dr. Boatner asked for a motion requesting the Executive Committee to authorize its treasurer to transfer the $750.00 annual

Conference subsidy to the office of the Annals. The requested motion was made by Dr. McClure and seconded by Dr. Graunke and passed.

V. POSSIBLE V.R.A. SUPPORT FOR ANNALS

Dr. Boatner informed the Committee that V.R.A. had, several years back, indicated an interest in the January issue of the Annals. They had had an interest in getting certain information collected and published which would be useful for V.R.A. purposes. If such an arrangement could be worked out to the satisfaction of both parties, financial support for the Annals in an amount of possibly $10,000 might be contributed by the V.R.A. agency.

Dr. Doctor said that he had been opposed to this idea at the first. He had feared that this monetary support might only be available for a few years and that the Annals would be obligating itself to gather and publish the additional information which V.R.A. desired without assurance of continued financial support. Chairman Boatner indicated that the Annals was administered and controlled by the Executive Committee of the Conference and if support was discontinued then the gathering and publishing of certain information could logically be discontinued.

Dr. Boatner and others on the Committee felt that this matter should be reinvestigated and the intriguing possiblilities discussed and considered further. Dr. Schunhoff made a motion that Chairman Boatner look into this matter further and report developments and possibilities to the Committee when they convene in Riverside. Mr. Brady seconded and the motion was passed.

VI. ANNALS EDITORSHIP

Chairman Boatner reviewed with the Committee the fact that Dr. Doctor had given notice, by letter, to the effect that he was planning to resign the Editorship of the Annals as of June 1965. He stated, however, that Dr. Doctor had reconsidered this decision and now wished to withdraw his resignation. Dr. Doctor personally confirmed the announced good news and there was spontaneous applause. The Committee members suggested that Dr. Doctor submit a new letter to the Conference cancelling and withdrawing the original letter of intended resignation. Dr. Doctor agreed to submit such a letter for the record.

VII. ASSOCIATE EDITOR (ANNALS)

Chairman Boatner reported to the Committee that Dr. Frisina, who for some months has been functioning as associate editor of the Annals, had tendered his resignation due to the pressure of other duties and lack of available time to function effectively as associate editor.

Dr. Doctor explained to the Committee the importance of, and the urgent need for, an assistant or associate editor and suggested the appointment of Dr. Elizabeth Benson. Dr. Doctor indicated that he had approached Dr. Benson with regard to accepting this responsibility, if appointed, and that Dr. Benson had indicated a willingness to function in this suggested capacity.

On motion made by Roy Stelle and seconded by Dr. Graunke, the Annals Committee unanimously recommended to the Executive Committee that Dr. Benson be appointed as associate editor of the American Annals of the Deaf with authority to sign checks and perform whatever other duties the editor assigned. The motion included a recommendation that the associate editor be paid on an hourly basis and that the annual total not exceed $400.

VIII. RIVERSIDE MEETING OF ANNALS COMMITTEE

Chairman Boatner, after consulation with other members of the Committee, set the time for the Riverside Annals Committee meeting at 10:00 a.m., Sunday, April 12th. The meeting place to be announced at a later date.

IX. ADJOURNMENT

There being no further business to be brought before the Committee, the meeting was adjourned on motion made by Dr. Schunhoff and seconded by Dr. McClure.

MINUTES OF THE MEETING OF THE JOINT ANNALS ADVISORY COMMITTEE

Mission Inn, Riverside, California, April 12, 1964

I. CALL TO ORDER

The meeting of the Joint Annals Advisory Committee was held at the Mission Inn, Riverside, California, on Sunday, April 12, 1964, convening at 10:00 a.m. The meeting was called to order by Dr. E.B. Boatner, Chairman.

Members of the Committee present:

E.B. Boatner, American School for the Deaf
Jack Brady, West Virginia School for the Deaf
William J. McClure, Indiana School for the Deaf
Hugo F. Schunhoff, California School for the Deaf, Berkeley
W. Lloyd Graunke, Tennessee School for the Deaf
Roy M. Stella, New York School for the Deaf, White Plains

Members of the Committee absent:

Sam B. Craig, Western Pennsylvania School for the Deaf, Pittsburgh
Lloyd A. Ambrosen, Maryland School for the Deaf

Others present:

Lloyd A. Harrison, Missouri School for the Deaf
Edward W. Tillinghast, Arizona School for the Deaf

II. FINANCIAL REPORT:

The financial report was presented by Dr. Doctor and discussed.

III. CAPTIONED FILM ACCOUNT:

Lloyd Graunke moved that the Annals retain the account with Captioned Films, although presently inactive. This motion seconeded by William McClure, and passed.

IV. POSSIBLE V.R.A. SUPPORT FOR ANNALS:

Discussion was held regarding future possible financial assistance by V.R.A. for cooperative publication of statistical information.

V. POSSIBLE FINANCIAL ASSISTANCE FROM OTHER GOVERNMENT AGENCIES:

Discussion was held on the possibilities of securing financial assistance or funds from other government agencies. These will be investigated as to possible projects and contracts for publishing information, statistics, etc.

VI. SUBSCRIPTION PRICE OF ANNALS:

Motion by Lloyd Graunke, seconded and passed that the group subscription price of the *Annals* be increased from $3.50 to $4.00.

VII. STATISTICAL FORMAT CHANGE:

Lloyd Graunke moved that the January issue statistical format be changed, so that statistical information is presented by states and that a rough draft of this format be presented later this week for approval. Roy Stella seconded the motion and it passed. Motion was passed that ancillary services also be classified by states.

VIII. LUTHERAN WORKSHOP:

Roy Stella moved that the action of devoting the November issue to the Lutheran Workshop for which $2,000.00 was received be approved. Lloyd Graunke seconded, and the motion passed. Possibility of similarly reporting the Virginia Beach Meeting was discussed.

IX. COMPETITIVE BIDS:

William McClure moved that Dr. Doctor secure competitive bids on the printing of the *Annals*. Motion passed.

X. "COMMUNICATION WITH THE DEAF"

Lloyd Graunke moved that the booklet, "Communication with the Deaf", be revised and reprinted for 1965 and the price set at 75¢, the cost of printing be borne equally by the Conference and the Convention, and that 5,000 copies be printed. Motion seconded by William McClure and passed.

William McClure moved that the profit on the previous printing of "Communication with the Deaf" be left in the operating funds of the *Annals*. Motion passed.

XI. PARENT PACKET:

Hugo Schunhoff moved that the price of the "Parent Packet" be increased to $1.00, for the whole packet. William McClure seconded and the motion passed.

XII. INTERNATIONAL CONGRESS PROCEEDINGS:

A request will be made to the Convention for assistance to proof read the Proceedings of the International Congress.

XIII. CONVENTION MEMBERSHIP MATERIAL:

Roy Stella moved that Dr. Doctor be authorized to mail Convention membership material with the Annals Questionnaire in one mailing. Lloyd Graunke seconded and the motion passed.

XIV. CATALOGUE OF REPRINTS:

It was agreed to have the "Catalogue of Reprints" reprinted.

XV. ANNALS INDEX - CONVENTION PROCEEDINGS;

The need for combining the Annals indexes into a volume covering ten years was noted, and a request made that this be done. It was also noted that there is a great need for developing a good index for the Proceedings of the Convention.

XVI. DAY CLASSES:

Discussion was held on statistical reporting of day classes with the view of making those listings more accurate.

XVII. STATE CERTIFICATION:

William McClure moved that on the Annals questionnaire from the state certification question be clarified to indicate certification by the state, but not necessarily in the area of the deaf. Jack Brady seconded, and the motion passed.

XVIII. ADJOURNMENT:

The meeting adjourned at 12:30 p.m.

CONFERENCE OF EXECUTIVES
OF
AMERICAN SCHOOLS FOR THE DEAF

TREASURER'S REPORT
July 1, 1963 - April 6, 1964

Bank Balance July 1, 1963		$3014.07
Receipts:		
100 Conference Dues @ $20.00	$2000.00	
90 Associate Dues @ $5.00	450.00	
Total	$2450.00	$2450.00
Total Bank Balance & Receipts		$5464.07

Disbursements:

Voucher S-1 Indiana Bell Telephone Co.	$ 14.95
Voucher S-2 American Annals of the Deaf Paper Backs	750.00
Voucher S-3 - Hugo Schunhoff 500 Stamped Envelopes	28.80
Voucher S-4 - Martin's Flowers for Johnson	10.30
Voucher S-5 Indiana Bell Telephone Co.	2.65
Voucher S-6 - American Annals 2 Bronze Plaques	90.00
Voucher S-7 - John F. Grace 500 Stamped Envelopes	28.80
Voucher S-8 Pacific Telephone Co.	28.27
Voucher S-9 - Howard Quigley Telephone Call from Pratt	2.40
Voucher S-10 Indiana Bell Telephone Co.	4.25

Disbursements Continued:

Voucher S-11 Pacific Telephone Co.	$ 31.79
Voucher S-12 Pacific Telephone Co.	13.80
Voucher S-13 Pacific Telephone Co.	1.38
Voucher S-14 - Howard Quigley NCATE Chicago	70.34
Voucher S-15 Indiana Bell Telephone Co.	3.15
Voucher S-16 Pacific Telephone Co.	24.97
Voucher S-17 - Hugo Schunhoff Telegram to Mrs. Kennedy and Stamped Envelopes	18.84
Voucher S-18 - Ben Hoffmeyer Proceedings paper and postage	35.00
Voucher S-19 Indiana Bell Telephone Co.	3.50
Voucher S-20 Pacific Telephone Co.	4.68
Voucher S-21 Indiana Bell Telephone Co.	7.60
Voucher S-22 Schunhoff - address labels and 500 stamped envelopes	30.20
Voucher S-23 Contribution to Council on National Organization for Children & Youth	50.00
Voucher S-24 American Annals of the Deaf Annual Support	750.00

Disbursements Continued:

Voucher S-25 Council on Education of the Deaf	$ 200.00	
Voucher S-26 Pacific Telephone Co. - Calls to Indiana, Fulton and Hartford	21.67	
Voucher S-27 Pacific Telephone Co. (Hugo)	32.01	
Voucher S-28 Pacific Telephone Co. (Hugo)	1.98	
Voucher S-29 Oregon State School - Postage for Dormitory Counselor Certification	25.29	
Voucher S-30 American Annals - Three cast Bronze Award Plaques	135.00	
Voucher S-31 Pacific Telephone Co. (Hugo)	20.35	
Total Disbursements	$2441.97	$2441.97
Bank Balance April 6, 1964		$3022.10

Respectfully submitted,

John F. Grace
Treasurer

PROFESSIONAL BUSINESS MANAGEMENT, INC.
MID-ATLANTIC STATES

1009 20TH STREET, N. W.
WASHINGTON 36, D. C.
338-3200

1010 ST. PAUL STREET
BALTIMORE 2, MARYLAND
727-0474

DIVISIONS:
MANAGEMENT CONSULTANT
LIFE ESTATE PLANNING

February 25, 1964

American Annals of the Deaf
Gallaudet College
Washington, D. C.

Gentlemen:

At your request we have conducted an audit of the books and records of the American Annals of the Deaf, for the years 1962 and 1963 and submit herewith the following statements:

Statement of Receipts and Disbursements - 1962	EXHIBIT A
Statement of Cash Recapitulation --1962	EXHIBIT B
Statement of Receipts and Disbursements - 1962 (Captioned Films for the Deaf)	EXHIBIT C
Statement of Receipts and Disbursements - 1963	EXHIBIT D
Statement of Cash Recapitulation 1963	EXHIBIT E
Statement of Business Operations -1950-1963	EXHIBIT F

In our opinion the bookkeeping records have been kept in a neat and orderly manner and all entries have been made consistent with sound accounting principles.

Respectfully submitted,

Professional Business
Management, Inc.

By Joseph T. Logue
Joseph T. Logue

Records the Past *Directs the Present* *Plans the Future*

EXHIBIT A

AMERICAN ANNALS OF THE DEAF

STATEMENT OF RECEIPTS AND DISBURSEMENTS

FROM JANUARY 1, 1962 THROUGH DECEMBER 31, 1962

RECEIPTS

Subscriptions from Schools		$ 7,413.20	
Subscriptions from Individuals		5,260.58	
Sale of Single Copies and Back Numbers		3,221.17	
Sale of Reprints and Books		2,269.91	
WITHHOLDING and FICA Taxes		1,016.05	
Advertisements		1,474.25	
Conference of Executives of American Schools for the Deaf:			
Subsidy		750.00	
American Instructors of the Deaf:			
Subsidy		2,600.00	
Captioned Films for the Deaf, Inc.:			
Clerical Assistance	$ 209.00		
Administrative Costs	487.50		
Quarter Payment from Subsidies	1240.25		
Office Expense	5.65		
Refund of Loan	200.00	2,142.40	
Office of Vocational Rehabilitation		5,632.50	
International Congress on Education of the Deaf			
Office Expense	$ 30.52		
Clerical Assistance	214.39	244.91	
Petty Cash		210.00	
Miscellaneous		186.78	$32,421.75
TOTAL RECEIPTS			

DISBURSEMENTS

Debit Memos	$ 11.92	
Printing (including postage)	16,124.11	
Salaries (three)	4,641.98	
Clerical Assistance	4,173.83	
Office Expense (including typewriter)		
(adding machine, furniture)	4,363.04 821.55	
Postage, Express, Communication	1,525.80	
Income and FICA Taxes	375.34	
Books Purchased for Resale	50.00	
Auditing the Books	90.00	
Plaques	315.53	
Expenses - Austin, Texas	64.08	
Refunds for Overpayments	482.41	
Miscellaneous Payments		$33,039.59
TOTAL DISBURSEMENTS		$ (617.84)
DEFICIT FOR THE YEAR		

EXHIBIT B

AMERICAN ANNALS OF THE DEAF

RECAPITULATION OF CASH

1962

(1)	Opening Bank Balance 1/1/62	$ 5,687.97	
	PLUS: 1962 Receipts	32,421.75	
	TOTAL CASH		$38,109.72
	LESS: 1962 Disbursements		33,039.59
	CASH BALANCE - 12/31/62		$ 5,070.13
(2)	Balance per Bank Statement of 12/31/62		$ 9,300.00
	LESS: Outstanding Checks:		
	No. 2811 - Mrs. Norman Kerr	$ 2.00	
	No. 2824 - Florence Waters	45.26	
	No. 2826 - Intelligencer Printing Co.	4,167.64	
	No. 2828 - Omaha Hearing School	1.00	
	No. 2829 - Western Union Telegraph Co.	13.97	$ 4,229.87
	CASH BALANCE - 12/31/62		$ 5,070.13

AMERICAN ANNALS OF THE DEAF

CAPTIONED FILMS

1962

Bank Balance 12/31/62	$ 530.29	
Add: Receipts for 1962	7,691.00	
CASH BALANCE 12/31/62		$8,221.29
Less: Disbursements		7,783.96
CASH BALANCE 12/31/62		$ 437.33

EXHIBIT D

AMERICAN ANNALS OF THE DEAF

STATEMENT OF RECEIPTS AND DISBURSEMENTS

From January 1, 1963 through December 31, 1963

RECEIPTS

Subscriptions from Schools		$6,655.60	
Subscriptions from Individuals		5,642.21	
Sale of Single Copies & Back Numbers		4,112.03	
Sale of Reprints and Books		2,467.33	
Withholding and FICA taxes		1,554.26	
Advertisements		1,876.25	
Lutheran Workshop - clerical aid		519.00	
Address Labels and Labor		160.30	
Captioned Films:			
Quarterly subsidies	$ 707.25		
Labor payments	174.99	882.24	
Conference of Executives of American Schools for the Deaf:			
Subsidy	750.00		
Printing Pamphlets	1,307.00		
Bronze Plaques	90.00	2,147.00	
Convention of American Instructors of the Deaf:			
Subsidy	3,000.00		
Printing Pamphlets	1,481.50	4,481.50	
Petty Cash		218.81	
Miscellaneous Receipts		518.29	
TOTAL RECEIPTS			$31,234.82

DISBURSEMENTS

Debit Memos - National Bank of Washington		$ 64.66	
Printing (including postage)		15,130.17	
Salaries (three)		4,613.25	
Clerical Assistance		4,676.65	
Office Expense (including adding machine replacing one stolen and reimbursed by Ins. Co.)		1,308.97	
Postage, Express, Communication		1,012.31	
Income and FICA taxes		2,117.40	
Books purchased for resale		258.10	
Bills paid for R.N.I.D. (London)		21.53	
Refunds to subscribers for overpayments		100.95	
Insurance (Travelers Ins. Co.)		122.30	
Manger Hamilton Hotel (luncheon)		55.00	
Powrie V. Doctor: Oklahoma expense	11.50		
Overpmt - refunded	50.00		
Fr. Tervoort	75.00		
Miscl	114.70	251.20	
Miscellaneous		301.00	
TOTAL DISBURSEMENTS			$30,033.49
GAIN FOR THE YEAR			$ 1,201.33

EXHIBIT E

AMERICAN ANNALS OF THE DEAF

RECAPITULATION OF CASH

1963

1. Opening Bank Balance 1/1/63	5,070.13	
Add 1963 Receipts	31,234.82	
Total Cash		36,304.95
Less Disbursements		30,033.49
CASH BALANCE 12/31/63		6,271.46

2. Bank Balance, National Bank of Washington - Statement of 12/31/63		6,312.46
Less - Outstanding checks:		
Irene McBride	2.00	
Joseph Domich	10.00	
Nat'l Education Ass'n.	2.00	14.00
		6,298.46
Joseph Domich 12/31/63		27.00
		6,271.46

AMERICAN ANNALS OF THE DEAF

CAPTIONED FILMS

1963

Bank Balance 12/24/62	474.83	
Add: Receipts for 1963	$5,389.00	$5,863.83
Less: Disbursements		5,432.41
		431.42
Less: Outstanding check		37.50
CASH BALANCE 12/31/63		$ 393.92

EXHIBIT F

SIXTEEN YEAR BUSINESS SUMMARY

1948-1963

	Receipts	Disbursements	Net Results
1948	$ 4,879.32	$ 5,786.69	$ (907.37)
1949	6,077.01	6,029.62	47.39
1950	7,339.99	7,550.31	(210.32)
1951	7,602.45	7,410.91	191.54
1952	9,778.13	7,624.09	2,154.04
1953	11,308.73	9,856.71	1,452.02
1954	13,999.57	14,234.87	(235.30)
1955	13,869.82	12,988.14	881.68
1956	14,321.97	14,479.26	(157.29)
1957	16,992.25	16,237.98	754.27
1958	19,959.07	19,925.10	33.97
1959	17,546.15	18,123.18	(577.03)
1960	27,007.20	26,365.66	641.54
1961 Annals	27,344.20	27,099.20	245.00
1961 Captioned Films ..	1,950.20	1,419.71	530.49
1962 Annals	32,421.75	33,039.59	(617.84)
1962 Captioned Films ..	7,691.00	7,783.96	(92.96)
1963 Annals	31,234.82	30,033.49	1,201.33
1963 Captioned Films ..	5,389.00	5,469.91	(80.91)
TOTALS	$276,712.63	$271,458.38	$5,254.25

REPORT OF ACTIVITIES OF THE U.S. OFFICE OF EDUCATION IN THE PREPARATION OF TEACHERS OF THE DEAF

Ralph L. Hoag

The Conference of Executives of American Schools for the Deaf throughout its history has been vitally interested in the preparation of teachers for this field. Many individuals among its membership contributed much time and energy along with others in bringing to the attention of the Congress the urgent need for teachers in this area. This support helped to make both Public Laws 87-276 and 88-164 possible. I am pleased to have been asked to bring to you, in the form of a report, some of the activities of the programs currently being administered under the authority of these two laws.

We are just now completing the second full year of Federal aid for teacher preparation in the area of the deaf under P.L. 87-276. The activities of this program was initiated following the action of President Kennedy who on September 22, 1961, signed this legislation into law.

The first enrollments of scholarship students in programs of teacher preparation were in academic year 1962-63. During this year 446 scholarships together with special training grants were awarded to 43 institutions of higher education located in 29 States and the District of Columbia. In academic year 1963-64 a total of 496 scholarships were made available by the Office of Education in 46 colleges and universities. During this two-year period a total of 797 scholarships were awarded directly to students representing approximately 85% utilization of the total funds authorized for the first two years of the program. For the coming academic year 1964-65 a total of 434 scholarships will be available for students in 47 college and university programs. (See Addendum A and B for additional statistical information concerning this program.)

The final meeting of the Advisory Committee for Training Teachers of the Deaf under Public Law 87-276 will be held in May of this year to review the achievements of the program during the three-year period this committee has served. At this time, the committee will prepare a report to the Commissioner of Education containing its evaluation of the program's activities to date. In addition, it will be asked to prepare recommendations for the continued operation and administration of the program together with any recommendations for legislation the committee may deem necessary or desirable to carry out the purposes of the Act. This report will then be transmitted together with the Commissioner's comments through the Office of the Secretary of Health, Education, and Welfare to the Congress. (See Addendum C.)[1]

The passage of Public Law 88-164 assured the extension of the program for the preparation of teachers of the deaf in its present form for the coming year (1964-65). The expanded provisions of Title III of this law which provide support for preparation of other professional personnel in addition to teachers in the education of handicapped children will be available in the area of the deaf during academic year 1965-66.

The new program will provide opportunities for training in the following additional areas: College instructors in university programs for the preparation of teachers, supervisors of teachers, school administrators, and research workers. In addition to full-time academic year fellowships for training, there will be opportunities for teachers to attend summer session programs enabling them to complete their training or continue their education in this area.

Financial support for students, and participating institutions in the new program has been increased as follows:

1. Undergraduate traineeships
   $1,600 student stipend
   $2,000 institutional support

2. First-year graduate level
   $2,000 student stipend
   $400 for each dependent
   $2,500 institutional support

3. Second-year graduate level
   $2,400 student stipend
   $400 for each dependent
   $2,500 institutional support

4. Third and fourth-year graduate level
   $2,800 student stipend
   $400 for each dependent
   $2,500 institutional support

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[1] The final report of the Advisory Committee for the Program for Training Teachers of the Deaf under Public Law 87-276 was submitted to the Commissioner of Education and transmitted through the Secretary to the Congress on November 24, 1964. Since the publication of the minutes of the Conference of Executives' April 1964 meeting was not completed until February 1965, the P.L. 87-276 Advisory Committee's report has been included here as Addendum C for your information.

In all cases the cost of instruction in the form of tuition and fees is included in the institutional support and is not borne by the student.

Regular summer session programs for teacher preparation provides $75 per week for each trainee enrolled in approved programs and awards $75 per week to the sponsoring institution for each student in order to support the program. Teachers of the deaf will be able to participate in this part of the program for the first time during the summer of 1966.

In addition to training of personnel, there are several other features of the law that will serve to stimulate additional activity and interest in our field. These include program development grants to colleges and universities interested in establishing or improving programs and special study institutes. The special study insitute program was designed to provide an opportunity to bring professional personnel together who are already trained in an area of the educational of handicapped children for intensive study of new, special developments in that area.

A second major category of Public Law 88-164, administered by the Office of Education, is the program of support for educational research and demonstration. $1,000,000 has already been awarded this year for 34 research and demonstration grants. Six of these projects are related to the education of the deaf amounting to $120,351 awarded for 1964. A total of $222,529 to support these projects through 1966 has been authorized.

An important feature of this program that should be of particular interest to you as administrators of schools is the fact that reseach grants can be made directly to States, State or local educational agencies, public and non-profit institutions of higher learning, and other public or non-profit private educational or research agencies and organizations.

The regulations published for this part of the program describe the types of projects that could be supported. These are as follows:

> Research projects should be designed to develop knowledge which is directly applicable to various learning situations and which will have an impact on educational programs for the handicapped. These projects should include investigation into unique problems and procedures of classroom practice and program operation.
>
> Demonstration projects should be designed to translate research results, sound observations, and ideas into operation by demonstrating new programs, procedures, classroom methods, and materials for the education of the handicapped. These types

of projects may possibly be at one of three different stages: (1) development; (2) evaluation in terms of feasibility, practicality, and effectiveness; and (3) dissemination. This aspect of the program provides an opportunity to bridge the gap between what is known, and what could be done by innovation and development of procedures and methods in different types of learning situations for the education of the handicapped.

This program provides a most important and timely opportunity for administrators in educational programs for the deaf to enlist the services of scientific and educational services personnel in cooperative ventures in research and service. The opportunity for securing financial assistance to conduct creative programs and to demonstrate their effectiveness is now available to us. The projects that are receiving support this year represent a good beginning.

This in brief describes what the new legislation offers for us during the next three years. The total effect that it will have on the Nation as a whole at the end of that time will help to determine what comes afterwards.

Another important activity initiated by the Advisory Committee of the program under P.L. 87-276 was the holding of a National Conference on the Preparation of Teachers of the Deaf. This conference, sponsored by the Office of Education, was held during March of this year at Virginia Beach and was attended by one hundred and twenty persons representing all organizations and services interested in the education of the deaf as well as representatives from most of the training centers conducting programs of teacher preparation in our area.

The conference was held to review and evaluate the current state of teacher preparation as it exists today and to develop guidelines for the future. Conferees addressed themselves to the issues related to curriculum, practicum, administration, selection, certification, accreditation and evaluation. Whether or not the goal of establishing sound guidelines for the future was accomplished by this conference cannot be determined until the report is completed, disseminated and reviewed by the rest of us in the field. Most of those who attended will agree that the immediate effect was the emergence of a new sense of unity in the field and the humble acceptance by all that the work we are doing in educating deaf children is improvable.

A preliminary report of this conference will be available for limited distribution by mid-summer. Hopefully, the final report will be printed for much broader distribution reasonably soon afterwards.

Mr. President this concludes my report. I wish to thank the committee for giving me the opportunity to participate in your meeting.

ADDENDUM A
Preliminary Survey Information

Program for Training Teachers of the Deaf under Public Law 87-276 for Academic Year 1963-64

By: Ralph L. Hoag, Specialist
Educational Programs for the Deaf
Francis V. Corrigan, Research Assistant
Educational Programs for the Deaf
E. Ross Stuckless, Special Assistant
to Specialist, Programs for the Deaf

The data reported in this special survey report were compiled for the expressed purpose of furnishing conferees attending the National Conference on the Preparation of Teachers of the Deaf with information thought to be useful to them in their deliberation and discussion of the topics to which the conference is addressed. The infomration was drawn from program proposal descriptions submitted by participating institutions for academic year 1963-64. Modifications in programs planned for 1964-65 are not refledted in this report.

The kind of information reported here is routinely collected by the Office of Education from program applications and other reports from participating institutions. It has been found that these descriptions often do not provide all information in a uniform manner. Consequently, the breakdown as recorded here does not reflect full reliability but should provide a general picture of the status of training as it exists during this current academic year.

I. Institutions of higher education participating and number of scholarship students:

Participating Institutions	46
Scholarship students	427

II. Number of college or university credits (converted to credit hours) required in programs for training teachers of the deaf which may or may not lead directly to a degree:

Distribution:

Credit Hours	Programs
28-31	8
32-36	20
37-41	6
42-46	3
47-50	0
50-over	5
Credits required not	

clearly delineated	4
Total	46

Mean: 34.5 credit hours Median: 33 credit hours

III. Department responsible for administration of the program:

Education Departments:	32
Speech and Hearing Departments:	10
Other:	4
Total	46

IV. College faculty and instruction of courses:

Number of programs using only full-time university or college faculty for program:	13
Number of programs using no full-time university or college faculty for program:	7
Number of programs using both full-time university faculty and part-time faculty from the practice teaching facility:	26
Total	46

V. Distances between college or university campus and principal practice teaching facility:

Distribution:	up to 5 miles	21
	6 to 25 miles	13
	26 to 100 miles	5
	over 100 miles	7
	Total	46

Mean: 39 miles Median: 7 miles

VI. Practice teaching and observation experience for students:

Total clock hours (practice teaching, observation based on thirty-seven programs where information was most clear.

Minimum - 180 clock hours Mean 400 clock hours
Maximum - 900 clock hours Median - 400 clock hours

Distribution:	Clock hours	Programs
	180-250	6
	251-320	7
	321-390	5
	391-460	10
	461-530	4

531 plus	5
Total	37

Clock hours of practice teaching only (based on twenty-four programs reporting specific information

Mean - 230 clock hours
Median - 245 clock hours

Clock hours of directed observation based on twenty programs reporting specific information.

Mean - 139 clock hours
Median - 130 clock hours

VII. Type of practice teaching centers used for observation and practicum experiences:

Program using residential schools only	23
Programs using day schools only	13
Programs using both day and residential schools	10
Total	46

ADDENDUM B

PROFILE OF STUDENT TRAINEES
February 27, 1964
PROGRAM FOR TRAINING TEACHERS OF THE DEAF
Public Law 87-276
Academic Years 1962-63 and 1963-64

The Student Trainee	1962-63	Percent	1963-64	Percent
Men	72	19.5%	73	17.1%
Women	298	80.5%	354	82.9%
Men Ages				
Men	28.1	(Range 22-48)	27	(Range 21-48)
Women	26.2	(Range 20-57)	25.1	(Range 20-60)
Marital Status				
Men-single	37	51.4%	36	49.3%
Men-married	35	48.6%	36	49.3%
Divorced			1	1.4%
Women-single	198	66.4%	250	70.6%
Women-married	100	33.6%	93	26.2%
Widow			4	1.2%
Divorced			7	2.0%

Educational Background of Trainees	1962-63 Number	Percent	1963-64 Number	Percent
Graduate	225	60.8%	273	63.9%
Undergraduate	145	39.2%	154	36.1%
Related Statistics				
Trainees having previous experience with the deaf	83	22.4%	90	21.1%
Students who applied to more than one training center	25	6.7%	21	4.9%
Students offered more than one scholarship	18	4.9%	18	4.2%

	1962-63	1963-64
Number of participating institutions	43	46
Number of respondents	43	44
Number of students	370	427
Number of men	72	73
Number of women	298	354

ADDENDUM C

ADVISORY COMMITTEE REPORT AND RECOMMENDATIONS PROGRAM FOR TRAINING TEACHERS OF THE DEAF

Public Law 87-276

Introduction

In September 1961 a two-year program, authorized under Public Law 87-276, was established to encourage and facilitate the training of a greater number of teachers of the deaf through grants-in-aid to qualified colleges and universities. These funds enabled qualified and approved institutions of higher education to award scholarships to students enrolled in courses of training and study in this area, and assisted such institutions by partially covering the costs of new or improved courses of training and study for teachers of the deaf.

During the first two years of operation, academic years 1962-63 and 1963-64, a total of 942 scholarships were made available to 48 colleges and universities in 30 States and the District of Columbia. Under a one-year extension of P.L. 87-276, the Program for Training Teachers of the Deaf has awarded a total of 434 scholarships to 47 colleges and universities in 29 States and the District of Columbia for academic year 1964-65.

The implementation of this program and subsequent processing of awards and recommendations to the Commissioner of Education were the functions of the statutory advisory committee. The Law contains a mandate that this committee review the program and submit recommendations to the Commissioner. The members of the committee confined themselves to this purpose at their final meeting on May 8, 1964.

Discussion

Much of the training of teachers of the deaf prior to the enactment of P.L. 87-276 was undertaken on an in-service basis. The principal training feature of this kind of program in many schools involved the assigment of a beginning teacher to a master teacher in the school. The preparation of new teachers was often accomplished in this fashion. Eventually, this type of training was formalized and some schools for the deaf conducted training programs consisting of course work and practice teaching opportunities. An even more formal structure and set of requirements was achieved as these schools were allied with institutions of higher education to provide the training necessary to produce more well-prepared teachers of the deaf.

Although the standards of the profession have for many years required the affiliation of teacher training practice centers in schools for the deaf with teacher training centers in colleges and universitites, the passage of P.L. 87-276 provided the resources to cement the relationship into a strong and unified professional endeavor. The interest in teacher preparation programs stimulated by this Law motivated colleges and universities to adopt the requirements of the profession where such programs had been in effect. Germane to this development is the fact that the Law motivated colleges and universities to establish programs where no such programs had existed.

The Conference of Executives of American Schools for the Deaf was involved in activities designed to up-grade the profession and by 1961 there were 25 training centers with approved programs preparing teachers of the deaf. One of the requirements that had to be met to secure this approval was affiliation with an institution of higher learning. In these 25 centers during academic year 1960-61, 177 teachers were being prepared in addition to an indeterminate number being employed as untrained teachers who were provided with in-service training assistance. In anticipation of the passage of the Law in 1961 the number of centers preparing teachers of the deaf increased to 31 and trained 231 teachers. The various centers capable of developing such programs began to gear themselves for this impending legislation by marshalling their staff and resources for an all-out effort to launch their training activities in advance of its actual passage. The immediate impact of the Law in this field is amply demonstrated by the fact that in the first year of operation academic year 1962-63, there were 370 scholarship students enrolled in programs of preparation at 43 centers. That they were not sacrificing quality by this expansion is evidenced by the fact that there were 100 additional students without federally financed scholarships in training that same year. This trend continued during the second year of operation, 1963-64, when 427 scholarship recipients were enrolled in 46 centers receiving grants-in-aid under P.L. 87-276, while an additional 132 students were in training. (See Table I.) Of course, these figures provide only subjective evidence since some persons involved in the university selection process have relayed the information that the legislation had encouraged applications from more and better qualified students. These same persons have also indicated their concern about qualitative aspects by not awarding all the scholarships available to them although there certainly were candidates available as evidenced by the 132 students who were not scholarship recipients. Although 427 scholarships were awarded, 496 scholarships were actually available for use by colleges and universities during academic year 1963-64.

Table I

Training for Teachers of the Deaf

	Number (school year ending)						
	1953	1959	1960	1961	1962	1963	1964
Training Centers	20	22	25	31	32	47	51
Teachers Completing Training	93	129	177	231	202	470	559
Training Centers Participating under P.L. 87-276	-	-	-	-	-	43	46
Students Supported by P.L. 87-276	-	-	-	-	-	370	427

Although the reported returns from the survey conducted by George Pratt for the Council on Education of the Deaf as of April 1963 were not complete, the doubling of inquiries, applications and acceptances for 1962 as compared to 1961 demonstrates the effect that P.L. 87-276 is having on the preparation of teachers of the deaf. (See Table II.)

Table II

Interest in Teacher Training for the Deaf

Inquiries and Applications	1961	1962	1963
Inquiries from College Students	798	1,300	1,215
Formal Applications	269	561	618
Accepted	169	382	295
Rejected	100	173	200

Public Law 85-926 (Preparation of Leadership Personnel for the Mentally Retarded) laid the ground work for supporting the training of special education personnel and with the continued success as evidenced by P.L. 87-276 in training teachers of the deaf has helping to bring about an expansion of interest and activity in the preparation of professional and research personnel for all areas of the handicapped. The committee felt that it was too early to assess the actual point at which the present acute shortage of qualified teachers of the deaf will be met. The problem still exists but the accomplishments of P.L. 87-276 are encouraging. The Program for Training Teachers of the Deaf has provided for broader geographic distribution of training centers with eight new areas represented.

The committee cited several trends that appear to be emerging among the various programs they had reviewed.

Some of the effects of the legislation are reflected in:

1. Programs have developed a more clearly defined and participating role on the part of institutions of higher education.

2. Higher education requirements and a consequent elevation of the scholarship level of the students.

3. More students have enrolled as degree candidates than had been the case previously.

4. Through this program, professionals in the field with the requisite training have been able to serve by receiving appointment to faculty status at institutions of higher education.

5. Recognition by universities of some of the unique problems in the education of the deaf.

6. Improved library and reference materials.

At the recommendation of the P.L. 87-276 advisory committee, a conference bringing together over 100 specialists from various disciplines, was held recently at Virginia Beach. These specialists addressed themselves to qualitative program improvements, the need for which had been highlighted by the activity generated under P.L. 87-276. This meeting was cited by the committee as a most constructive effort for the field and a definite milestone in the preparation of teachers of the deaf.

Recommendations

Pursuant to the legal authority vested in the advisory committee on the training of teachers of the deaf by Public Law 87-276, we submit herewith the following recommendations:

1. That future conferences be held to delve into the issues raised and to help in fostering additional improvements in this area of teacher preparation. The principle of the broadest possible representation at such conferences should be continued.

2. That in deference to quantitative aspects and geographic needs it seems imperative that increased emphasis should be placed on quality.

3. That it is improtant to seek continued guidance from the professionals in the education of the deaf to assure continued up-grading of programs that have received grants-in-aid and also those that have not been approved. The contribution that the Conference of Executives is making is important and should be continued in order that it may transmit and suggest its views in this type of professional up-grading.

4. That $500,000 would be the minimum amount needed in addition to the present allotment of $1,500,000 for the area of the deaf to maintain the same number of scholarships for teacher training after the program comes under the provisions of P.L. 88-164.

5. That a central agency be responsible for the dissemination of data to institutions of higher education and cooperating programs involved in the education of the deaf.

6. That the profession be encouraged to re-evaluate and develop its own standards for the preparation of teachers and that these be documented, published, and receive general distribution. Such proposals that were identified as issues at the Virginia Beach Conference relative to special training for (1) preschool teachers and (2) secondary school teachers should be carefully considered and evaluated.

7. That P.L. 85-926 be amended to redefine the function of the State education departments and provide for more supervisory and in-service activities, thus possibly relieving them of the administrative responsibility involved in the selection of fellows. This type of support would also be more closely allied with the interests and needs of the State educational agencies.

CAPTIONED FILMS FOR THE DEAF

REPORT TO CONFERENCE OF EXECUTIVES

Riverside, California

John Gough

Since time is limited, I shall confine my remarks to a brief report on one of several projects in which the captioned film program is involved and in which I believe you may have special interest. Before going into that, however, I would like to take a moment to express thanks to all the group for the splendid support given to our program since my last report to you. This has been an important period of development for us. Without your help toward our new legislation and in implementing the subsequent growth, things might have been far different from the promising situation in which we now find ourselves.

Especial appreciation and recognition is extended to those forty odd schools which have agreed to assume responsibility for distribution of educational films. They are undertaking these services without remuneration. This helps to conserve our funds for purchase of more films and should rebound to the benefit of the deaf generally. If problems or questions arise as these distribution plans get in motion I trust that you will make these known so that we may have an opportunity to do our best to iron out any wrinkles.

Turning now to the matter of the project mentioned a moment ago, we have recently inaugurated a demonstration in the use of a series of thirty-one filmed lessons for the training of I.B.M. keypunch operators. These lessons were originally developed by the Perceptual Development Laboatories of St. Louis for use with their projector known as the Perceptoscope. This is an instrument having a capacity for variable speed operation ranging from split second or tachistoscopic projection to still picture projection. It has a range of twenty-four speeds so that materials can be presented at a rate appropriate to the abilities of the learner.

Taking films designed for this machine we added captions and clues for the deaf, so that, hopefully, we have a lesson series that will be understood by the deaf trainee with minimal help from instructors. To try out the films we have set up demonstration sites in six locations across the nation. These are Riverside City College here in California, Utah School for the Deaf, Florida School for the Deaf, Pennsylvania School for the Deaf, the Virginia State School and the Division of Vocational Rehabilitation in the District of Columbia. Instructors from each of these locations were brought to Washington for two weeks of intensive training, all this being carried out under a contract with the Convention of American Instructors of the Deaf. These teachers were both deaf and hearing, some were familiar with keypunch some were not. None knew the Perceptoscope. They returned to their respective posts and were ready to start work about March first.

Under the terms of the contract, films, machine rental, travel and incidental expenses are being paid by the Office of Education. Instructors are provided by the several cooperating agencies. Each site will provide training for a minimum of ten trainees. Considerable latitude is permitted in determining the allocation of time to the program, the selection of trainees and the details of class management. The idea is to see what will result from use of the training course under a variety of conditions.

At the conclusion of the training program about June 1 the demonstration centers will submit reports as to numbers of persons trained and progress made. Since this is a demonstration only, the captioned films program will not be in position to provide further use of equipment after the project ends. We will undertake to supply the films to any school having use for them. It is our understanding that keypunch machines can be leased at sixty-five dollars per month and the perceptoscope for about seventy-five dollars per month. This is on a lease purchase plan. Cash price is between twelve hundred and thirteen hundred dollars.

While we, of course, are not selling this machine we do believe it has great potential not only for specialized training programs such as keypunch but for the teaching of reading and other skills as and when films can be developed. We are interested in the development of electronics courses, mathematics and other programs which may lend themselves to this type of presentation.

As an example of how one school is developing a program for utilization of the existing film, the Pennsylvania School has already worked out a plan with State rehabilitation whereby the State pays a tuition fee to the school for each trainee processed. They are training a class of six persons every six weeks at a tuition fee of $240.00. This provides an income sufficient to cover costs of operating the course. They estimate that Government and private business requirements will be more than enough to absorb all the trainees they can turn out at their present rate.

We have done a little exploration of possible support from the Office of Manpower and Training (OMAT) but did not find that this offers much that can be used in school settings. Vocational Education people in the Office of Education have told us that funds are available under state vocational plans to support activities of this kind. We have not had an opportunity to explore this and would doubt whether or not most state schools for the deaf would qualify for assistance from this source.

What we have to offer at this point is a training program which we believe to be quite feasible and promising. Keypunch operation seems to be a very active field with strong demands for trained workers. We stand ready to cooperate in any way possible to help train more deaf people for this work and will be pleased to hear from any of you who feel that this service might be of use in your school.

VOCATIONAL REHABILITATION SERVICES FOR THE DEAF

By Boyce R. Williams*
Consultant, Deaf and the Hard of Hearing
Vocational Rehabilitation Administration
Department of Health, Education, and Welfare

Eighteen years and a few months ago it was my privilege to enter into a field of service which is unique in the annals of the deaf. My responsibility was to develop a program for the deaf which would serve to compensate in part for the severe limitations in opportunity for economic adjustment attending their disability. Looking backward, I am amazed at the barrenness of what we had available in 1945. It was so sterile that I might be inclined to be satisfied with the experience of these years. However, as the authorization of the vocational rehabilitation program has been enriched and extended, as all of us have gained better perspective of the tremendous service opportunities democracy provides for its normally hearing citizens but which are seldom available to the deaf with comparable effectiveness because of their communication problem, as technological advancement has closed employment doors of traditional values to the deaf, I find no reason for satisfaction, but rather an increasing concern at the slowness of our progress.

I find much reassurance in the knowledge that you too are dissatisfied. Surely together we will find means to fill the important service voids facing our deaf population.

In the following comments I shall try to project a reasonably accurate picture of the characteristics of the State-Federal vocational rehabilitation program today in regard to deaf people.

Rehabilitation

While numbers of persons rehabilitated is not by any means a complete measure of the value or effectiveness of a program, they do show that the program is not dormant, that it may be at least meeting a part of the need of a part of its clientele.

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*A statement to the Conference of Executives of American Schools for the Deaf, 36th Regular Meeting, Mission Inn, Riverside, California, April 16, 1964

A person is vocationally rehabilitated when his case is closed at a time when he is gainfully and securely employed at an appropriate level. From 1945 through 1960, a total of 19,136 deaf persons were rehabilitated. The record of recent years follows:

1961	1,595
1962	1,866
1963	2,077
1964	2,300 (estimated)

All of us can find limited satisfaction in the knowledge that the record from year to year shows more and more deaf people rehabilitated. However, our pleasure must certainly be diluted by the knowledge that probably well over 25% of our adult deaf population is in need of or can benefit by vocational rehabilitation services on a given day of the year. Assuming our population includes about 200,000 deaf adults, roughly 50,000 are potential candidates for vocational rehabilitation services.

Staff

Back in 1945, very few of the States were able to afford special counselors for the deaf. They relied very heavily upon the expertness of school people to help them plan for and serve effectively their deaf clients. While this latter condition is good since it combines the resources of two important public services, it inherently curbs development of necessary community resources for proper vocational rehabilitation services for the deaf and is fraught with the risk for the individual deaf client of perpetuating the image and goals which have been his through his elementary education.

It goes without saying that you fully share the conviction of the VRA that qualified counselors are essential for effective vocational rehabilitation services for the deaf. It is significant to note that 29 States now have or are actively recruiting one or more counselors to work with the deaf. Moreover, the manpower starved State vocational rehabilitation agencies are finding to their delight that properly trained deaf people are superior counselors. This has been the case in the District of Columbia, Illinois, Indiana, Kentucky and Missouri.

Rehabilitation Centers

A trend in recent years has been the establishment of rehabilitation centers for the deaf at the State schools for the deaf. The reasons for this are primarily fiscal. However, critical manpower problems in the deaf area tend to encourage the States to take advantage of the rich personnel resources of the schools for proper diagnostic evaluation, pre-vocational, and adjustment centers for the deaf.

The fiscal reason may require a bit of clarification. As you know, the vocational rehabilitation service is a grant-in-aid program. The monies required to pick up Federal funds, the matching monies, must be appropriated by State or local governments. Many of the State agencies do not have enough appropriated money to pick up all of their Federal allotment. Many schools for the deaf have State appropriations. If the school for the deaf can provide the State rehabilitation agency with appropriated funds for a vocational rehabilitation purpose, that money can be certified by the State agency for Federal matching purposes. This formula has resulted in rehabilitation centers having been established or planned at 14 State schools for the deaf.

Other rehabilitation centers of vital significance are being operated on an experimental basis as follows:

1. Lansing, Michigan Society for Better Hearing--Marginal deaf males.
2. Lapeer--intensive instruction for deaf persons in institutions for the mentally retarded.
3. Boston and St. Louis--training centers for the deaf in sheltered workshops.

Professional Training

A considerable responsibility of the VRA is to try to reduce the pressing manpower problem. To this end, we have established five training centers, four of which provide training in depth about deafness to rehabilitation counselors, psychologists, social workers, educators, audiologists, placement specialists, and so on. These are (1) University of Tennessee, (2) Oregon College of Education, (3) University of Illinois, (4) New York University. In addition a program designed to improve leadership competencies in our area is in operation under a long-term teaching grant at San Fernando Valley State College. All together, a total of 84 individuals can receive training each year. In Oregon and Tennessee, the programs are for one month and quarterly respectively and are geared to orientation levels only. At the University of Illinois and New York University, training for the masters or doctors degree is provided. The San Fernando

Valley State College leadership program results in a masters degree for the participants. In 1965, we plan six teaching grants at an estimated cost of $579,000.

The foregoing relates to our long-term training. Many of you are more familiar with our short-term training in view of your participation in the workshops financed by this important area of our work. This year we plan through our short-term training instrument to develop standards for interpreting, guides for improving vocational instruction, integration patterns for special education in vocational rehabilitation, and the usual sessions on orientation to vocational rehabilitation of workers for the deaf to be supplemented when necessary by orientation to the deaf also.

Research

The basic problem continues to be the dearth of qualified, interested researchers. In 1965, we are seeking $1,075,000 for 33 studies in the deaf area which is an increase of $334,000 and 7 projects over the base of our current research activity.

Our promotional work in the research area is an all-out attack on the undertraining of deaf people which we are convinced is the principal reason for their pervasive under-employment. For example, under the leadership of our colleague, Dr. Boatner, a survey is being conducted in New Englad to determine the effective demand for regional and national vocational and technical training centers especially for the deaf. The term effective demand is intended to preclude the possibility of developing a white elephant which would not be used for the purposes intended. In other words, we are finding out whether deaf people themselves, their parents, their State vocational rehabilitation agencies will make use of a national technical center or regional vocational schools.

An equally important survey using the instruments developed for the New England study is being conducted by the University of Arkansas in the south central area. Roy Parks of your vocational rehabilitation committee is an active member of the planning group.

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In conclusion, I hope that these remarks have excited your concern that we must do more faster and better.

Thank you.

COUNCIL ON EDUCATION OF THE DEAF
Committee on Legislation

March 27, 1964

Memorandum: Report of the Committee on Legislation to:
Conference of Executives of American Schools for the Deaf,
Council on Education of the Deaf

To: Conference Committee: Craig, Siders, Thompson, Wallace
C.E.D. Representatives: Miller, O'Connor, Silverman,
Brill, Giangreco, Mudgett, Stelle, Boatner,
Craig, McClure, Schunhoff. Also Doctor, Fellendorf.

From: George T. Pratt, Chairman, Committee on Legislation

You will find enclosed a copy of a portion of the Congressional Record, 88th Congress, No. 9, Vol. 110, dated January 20, 1964. Senator Mansfield has inserted a summary of the 4-year record in the field of education of the Kennedy Administration during the 87th Congress, and the 88th Congress, 1st session.

The marked portions constitute the report of this committee, pointing out the legislation which bears upon our special field of interest:

1. Public Law 87-276, approved September 22, 1961, provides for scholarships and grants-in-aid for the training of teachers of the deaf;
2. Public Law 87-715, approved September 28, 1962, enlarged the program of captioned films for the deaf;
3. Public Law 88-164, approved October 31, 1963, extends program for training teachers of the deaf for three years, provides for leadership training, and provides for research and demonstration grants;
4. Public Law 88-210, approved December 18, 1963, expands vocational education programs to include handicapped children, extends the National Defense Education Act benefits to include schools for the deaf and handicapped and broadens the categories of equipment and materials which may be purchased under NDEA to include test-grading equipment, equipment used in audiovisual libraries, and published materials relating to charts and maps.

Recommendations:

1. That pertinent provisions in P. L. 88-164 and P. L. 88-210 be published in the American Annals of the Deaf and the Volta Review in order that all in our profession may be advised of them; and

2. That resolutions of appreciation be adopted by the Conference, and C.E.D., re the support and work of Hill, Harris, Fogarty, Forsythe, Winalski.

COMMITTEE REPORT - DORMITORY COUNSELORS, TRAINING AND CERTIFICATION

Marvin Clatterbuck

Since the meeting in Washington, D. C., your committee has prepared an application blank for the use of dormitory counselors in applying for certification. These forms were sent out to all schools for the deaf in the United States and Canada.

The requests for certification are just now beginning to be received by the Secretary of the Committee, Joe Youngs. The first applicants have in most cases fallen short of the requirements.

It is apparent that superintendents need to arrange training opportunities for dormitory counselors. Those who have started programs have found most colleges and universities willing to cooperate. In Oregon, for example, we have four courses that will be available for dormitory counselors this summer. There is room for about ten more counselors in each course.

Realizing that several schools have provided workshops for counselors in the past, the committee will accept this preparation when it is determined that the workshops or classes provided the necessary content. However, no such consideration will be given in the future unless the courses or workshops meet the requirements as they now stand.

To aid the committee, it is requested that the January annals contain the number of dormitory counselors, by sex, in each school for the deaf.

The committee recommends that consideration be given by the Convention of American Instructors of the Deaf to include a section in the Convention for dormitory counselors.

Report

# of the

Public Relations Committee

for the

Conference of Executives of American Schools for the Deaf

April 1964

The Public Relations Committee of the Conference of Executives of American Schools for the Deaf has spent most of its time in planning a new brochure. Much correspondence was carried on to make sure that the new information booklet would contain such information that would be both important and interesting. The committee is thankful to Dr. Schunhoff, President of the Conference and to Dr. Doctor, Editor of the American Annals of the Deaf, for their many helpful suggestions.

Several typewritten copies of the new information booklet were sent to the Executive Committee of the Conference during their January 1964 meeting in Indianapolis. Suggestions came back to us that we try to put the brochure in a preliminary printed form for presentation, and for approval, to the Executive Committee at the Riverside meeting. This was done, and we have approval to print 10,000 copies which will cost approximately $300.00 for the paper, plus mailing costs. Fifty copies will be sent to the regular members and one copy to associate members. The printing will be done by the students of The Wisconsin School for the Deaf.

William E. Bragner
Leonard M. Elstad
Lewis D. Wahl
Mrs. M. Catherine Wilman
Kenneth F. Huff, Chairman

Report of the
COMMITTEE ON TEACHER TRAINING AND CERTIFICATION
Howard M. Quigley, Chairman

April 16, 1964
Riverside, California

The Committee on Teacher Training and Certification has undergone several changes in membership this past year. Our membership last June was seven, which was reduced to six by the retirement of Dr. Irving S. Fusfeld, long-time member of the Committee, and secretary for a number of years. By authority of the Conference the membership of the Committee was increased to nine, by adding three new members: Dr. William Craig of Oregon State College, Dr. Rollie Houchins of the University of Minnesota, and Dr. Kenneth Mangan, formerly on the staff of the University of Illinois. Appointment of these men removes the argument on the part of some people that the Committee has been operating without benefit of university-oriented members. These men are not only university-oriented but they are also qualified teachers of the deaf. We welcome them to the Committee.

Since our Committee reported to you last June some developments have taken place, in line with the items referred to in that report. Time does not allow a detailed discussion of these developments, but I should like to at least make reference to them.

The first concerns our relationship with the National Council for the Accreditation of Teacher Education, more familiarly known as NCATE. Last November a two-day "Conference of One Hundred" was called by NCATE in Chicago. The Conference of Executives was invited to participate, and President Schunhoff designated me to represent the Conference, which I did. I wrote a complete report of this conference last December, and sent copies to the members of the Executive Committee and of our Committee. A copy is attached, and if the editor of the proceddings of this meeting chooses to include it as a part of this report, it is thus available to him. For the record, I think it should be included.

In recent weeks a new public law, P. L. 88-164 has come into existence. P. L. 87-276 soon will expire. In the new law a different provision is made for the "approving body". It is my understanding that NCATE will no longer serve in that capacity, although what arrangement will be made has not been announced at this writing.

In brief, the matter of what organization is, or will be, the officially accepted approving or accrediting agency with respect to preparation centers for teachers of the deaf is as yet unresolved.

The Conference of Executives has in the past assumed the leadership in this area, and has maintained that leadership despite many criticisms and attempts to set up competing plans. It continues to be the logical resource for this activity.

One more item concerning P. L. 87-276 is the Conference decision to automatically grant Class A certificates to those graduating from centers approved by the U. S. Commissioner of Education, even though the centers are not approved by the Conference of Executives. This procedure virtually means that if the Conference certificates graduates of centers in this category, it might consider the possibility of getting out of the preparation center approving business entirely and certificate automatically any graduate of a program approved by the U. S. Commissioner of Education. It seems to some of us, however, that rather than do this we should grant Class A certificates only to graduates of centers approved by the Conference.

Another event of interest to our Committee, and we presume to the Conference, was the national conference on preparation of teachers of the deaf, arranged by the U. S. Office of Education. The conference was held March 14 - 19, 1964, in Virginia Beach, Virginia, and was attended by approximately 120 persons from universities and colleges, schools for the deaf, clinics, and other organizations interested in education of the deaf. The conference discussions dealt with four topics of concern in preparing teachers of the deaf: curriculum, selection and administration, practicum, accreditation and certification. These were discussed thoroughly, and although the purpose of the conference was not necessarily to make recommendations, considerable consensus was achieved among the participants on a number of items. The conference participants were encouraged to think of desirable aspects of teacher education development in these areas the next ten or more years, and not be bound to traditional thinking and present day procedures.

Our Committee has already been working on two of the items that we discussed during the Virginia Beach meeting. The first of these is a re-study of the Conference minimum standards of course content for a preparation program, by a sub-committee appointed last June, and the second concerns the matter of certification of supervisory and administrative persons in our field, which of course involves standards-setting, for the various levels of activity. This study is being made by another sub-committee, also appointed last June.

It is increasingly evident that more attention must be paid to the re-evaluation of centers originally approved by the Conference. Most centers have not had a site visit by a member of the Committee since the first one, which in some instances was many years ago. There is no ready solution to this problem, for reasons of money and availability of persons to make the surveys.

We face a variety of problems related to practicum, selection of candidates for entering preparation programs, the length of the program, who qualifies to serve on the staff of a preparation center, and the like. There is no time to go into these, here, but opportunity will be found elsewhere, I am sure.

As of this writing 36 teacher preparation centers are approved by the Conference. It appears that if all of these centers were to enjoy capacity enrollments and were adequately staffed, we should have sufficient supply of qualified teachers. To increase the number of centers is likely to cause other centers to operate below capacity, and risk having poorly qualified staffs, since there is a limited supply to begin with.

NAME OF CENTER	COOPERATING INSTITUION (S)
1. Arizona School for the Deaf	University of Arizona
2. Arkansas School for the Deaf	University of Arkansas
3. The John Tracy Clinic	University of Southern Calif.
4. Los Angeles State College	Mary E. Bennett School California Sch. for the Deaf Riverside L. A. Public Schools
5. San Francisco State College	Public School Day Classes California Sch. for the Deaf Berkeley
6. Gallaudet College	Six off-campus residential schools and Kendall School
7. Altanta Speech School	Emory University
8. Illinois State Normal University	Illinois School for the Deaf
9. MacMurray College	Illinois School for the Deaf
10. Northwestern University	Chicago Public Schools Illinois School for the Deaf

11.	Indiana School for the Deaf	Ball State College
12.	Iowa School for the Deaf	State University at Iowa City University of Omaha
13.	University of Kansas	Pre-school Classes for the Deaf Kansas School for the Deaf
14.	Boston University	Boston School for the Deaf
15.	Clarke School for the Deaf	Smith College University of Massachusetts Syracuse University
16.	Perkins School for the Blind	Boston University
17.	Wayne State University	Detroit Day School Lutheran School for the Deaf
18.	Central Institute for the Deaf	Washington University
19.	St. Joseph's School for the Deaf	Fontbonne College
20.	Crotched Mountain School for Deaf	University of New Hampshire
21.	New Jersey School for the Deaf	Trenton State College
22.	Lexington School for the Deaf	Teachers College, Columbia University
23.	St. Mary's School for the Deaf	Canisius College
24.	N. Carolina School for the Deaf	Appalachian State Teachers College Lenoir Rhyne College
25.	Kent State University	Public School Day Classes
26.	Oklahoma College for Women	Jane Brooks School for the Deaf

27.	University of Oklahoma	University of Oklahoma, Med. Med. Center State School for the Deaf
28.	Oregon School for the Deaf	Oregon College of Education
29.	DePaul Institute for the Deaf	Duquesne University
30.	West. Pennsylvania Sch. for the Deaf	University of Pittsburgh
31.	South Carolina Sch. for the Deaf	Converse College
32.	Augustana College	South Dakota School for the Deaf Nebraska School for the Deaf
33.	Tennessee School for the Deaf	University of Tennessee
34.	University of Utah	Utah School for the Deaf
35.	Washington School for the Deaf	Lewis and Clark College
36.	University of Wisconsin-Milwaukee	Public School Day Classes

Turning now to the certification activities of this Committee, the flow of applications for certification from teachers is steady. Apparently several schools are putting on pressure for their teachers to become certified. Applications are processed as soon as possible, but four to six weeks are usually required. Despite clear instructions too many people apply who do not have degrees, or who fail to provide transcripts of college work.

The number of applications processed since our last report is 267. This raises to 1350 the number of applications processed since August, 1955.

As always, I appreciate the work done in behalf of this Committee by Dr. Richard Brill, the secretary, and the other members who have made contributions to further its objectives. The Committee has always had the complete cooperation of the president of the Conference, and this, too, is appreciated.

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

Teacher Training and Certification Committee

Minutes of meeting held at California School for the Deaf, Riverside, April 14, 1964.

Members of Committee present:

Howard M. Quigley, Chairman	Ben E. Hoffmeyer
Richard G. Brill, Secretary	Kenneth R. Mangan
William N. Craig	Roy G. Parks
John F. Grace	George T. Pratt

Member of Committee not present:

Rollie Houchins

Visitors:

Stephen Quigley	George Detmold
Ralph Hoag	Gordon Hayes

The Chairman, Dr. Howard M. Quigley, called the meeting to order and welcomed the two new members present, Dr. William N. Craig and Dr. Kenneth R. Mangan, to the Committee.

Dr. George Detmold, Dean of Gallaudet College, appeared before the Committee to ask whether an individual who received an M.A. in Art might be considered for an academic certificate from the Conference of Executives. It was the opinion of the Committee that the special certificate now granted covers this situation.

Dean Detmold presented his viewpoint that teachers of the deaf should be specialized at the secondary level. During the summer of 1964 there will be a math workshop at Gallaudet College sponsored by the National Science Foundation. Of 100 applicants the best 45 were selected. Some had no college math courses, others had at the most two courses in math. The best of this group would have had a hard time qualifying for the other N.S.F. math workshops. This is illustrative of the weakness of the preparation of teachers in subject matter for teaching the deaf on the secondary level.

It was moved by Pratt, seconded by Parks, that the Committee would study the matter of specialization on the preschool, elementary, and secondary level with a subject matter specialty on the secondary level, as well as review the criteria for certificates in terms of competencies rather than courses. Motion was passed.

The Financial Report of the Secretary covering the period from June 14, 1963 to April 10, 1964 was accepted. Cash on Hand as of April 10, 1964 was $1,619.65. It was moved by Hoffmeyer, seconded by Mangan, that the Secretary be authorized to transfer $1,200. from the checking account to open an account in a Savings and Loan Institution. Motion was passed.

The Committee discussed the matter of certification for supervisors and administrators. Dr. Brill reported for the sub-committee that a study of the problem indicated that while supervisors and administrators in our special schools should have specialized work, that most of this specialized work as offered by colleges is the same as would be taken by an educator majoring in administration. It was agreed that the administrative internship in a school for the deaf would be valuable, but it does not appear that this currently would fit a certification pattern.

It was moved by Mangan, seconded by Hoffmeyer, and passed that the Teacher Training and Certification Committee should not establish certification for supervisors and administrators, but the Committee goes on record as being in favor of programs to upgrade people in the areas of supervision of instruction and administration.

A letter from Edward L. Scouten, Principal of the Louisiana State School for the Deaf, was read requesting that Louisiana teachers who were granted certificates previous to 1959 be granted new certificates with dates subsequent to 1959. This is because the Louisiana State Board of Education has recently adopted the 1959 Conference certification requirements as the basis for the Louisiana State Certificate in Special Education for teachers of the deaf.

It was moved by Hoffmeyer, seconded by Grace, and passed that the Conference would re-issue certificates dated prior to 1959 if the holders meet the requirements that have been in effect since 1959. The regular fee of $1.25 for a second certificate is to be charged.

It was moved by Grace, seconded by Parks, and passed that the request by Louise P. Feldman and by Mrs. Louise P. Genzer for a Class A certificate be rejected as the basic requirements had not been met.

It was moved by Parks, seconded by Mangan, and passed that the application of Mrs. Harriet R. S. Hollamby for a Class A certificate be rejected as the basic requirements had not been met.

It was moved by Hoffmeyer, seconded by Magan, and passed that the application from Kisu Rhee for certification be rejected as there had been no change in preparation since the previous application had been rejected and the experience since then had been primarily clinical.

It was moved by Pratt, seconded by Hoffmeyer, and passed that the Conference will no longer grant automatic approval to training centers approved by the U. S. Office of Education under P.L. 88-164. Application should be made by Teacher Training Centers to the Conference of Executives for approval. Automatic approval by the Conference of Executives was only during the period P.L. 87-276 was in effect.

It was moved by Craig, seconded by Pratt, and passed that the Teacher Training and Certification Committee should use the form the U. S. Office of Education uses for applications from training centers for fellowships as a basis for its application form for approval in order to simplify the application process for the training centers.

It was moved by Hoffmeyer, seconded by Grace, and passed that the Committee recommend to the Executive Committee of the Conference of Executives that it set up a joint committee with the Council on Education of the Deaf to study the possibility of the Council on Education of the Deaf assuming the responsibilities now assumed by the Teacher Training and Certification Committee of the Conference of Executives of American Schools for the Deaf.

The meeting was adjourned at 5:30 P.M.

Respectfully submitted,

Richard G. Brill
Secretary

RGB:fp

COMMITTEE REPORT

Report of: **Visual Aids Committee**

Members:
J. Jay Farman
William J. Holloway
Richard F. Krug, Chairman
Don L. Ravell
Edward L. Scouten

The primary activity of the Visual Aids Committee was to participate in the Planning and Evaluation Conference, Captioned Films for the Deaf, U. S. Office of Education, March 12-14, 1964 in Washington D. C.. The Conference of approximately sixteen participants reviewed the work of Captioned Films and made several suggestions for future activities. The work of the Conference will be reported in more detail to this group by Mr. John Gough, Chief, Captioned Films for the Deaf.

However, it must be reported that excellent cirriculum outlines for Social Studies, grades 1-14 and for Literature enrichment through grade fourteen have been developed, and will be put into final form during the coming summer for distribution. Unfortunately, Captioned Films for the Deaf has no way of printing enough copies for distribution to schools for the deaf. Thus, schools for the deaf are deprived of the benefit which could accrue if these outlines were available to them.

It has also been brought to the attention of the Visual Aids Committee that a number of fine educational TV presentations specifically developed for, or adaptable to the deaf child are produced in various parts of the United States through local efforts. It appears that some means of calling excellent instructional material to the attention of Captioned Films would be of mutual benefit in the overall effort to improve instructional materials available. If Captioned Films were aware of such instructional materials they could, in all probability, reproduce them and make them available to other areas of the country. In keeping with the two problems reported, this committee has requested the Executive Committee of the Conference of Executives of American Schools for the Deaf consider the possibility of seeking ways to print and/or distribute cirriculum outlines developed through the efforts of Captioned Films when such outlines are completed and ready for distribution. A second suggestion to the Executive Committee of this Conference is that the Conference of Executives of the American Schools for the Deaf consider the feasibility of establishing some method of monitoring and informing Captioned Films for the Deaf of

TV tapes, films, or other visual aids of proven instructional worth which will be produced and used locally.

The Visual Aids Committee welcomes any suggestions from conference members regarding the development, use, or dissemination of visual aids.

REPORT ON THE MEETING OF THE JOINT CONFERENCE ON CHILDREN AND YOUTH

Frances I. Phillips

Between April fifth and April eighth I attended five sessions of the Joint Conference on Children and Youth held in the Sheraton Park Hotel in Washington, D.C., as a representative of the Conference of Executives.

The meeting was a follow-up of the White House Conference on Children and Youth held in 1960. One of the purposes of this year's meeting was to plan a Report to the Nation to be made in 1965, in which implementation of suggestions made for improved services to children and youth will be given. The Conference of Executives report is one of those which would be very helpful, but which has not yet been received. On the basis of the reports of organizations such as ours, plans will be made for the 1970 White House Conference which is already in the process of organization.

The National Committee on Children and Youth is made up of three subgroups, namely, the Council of National Organizations for Children and Youth, the Interdepartmental Committee on Children and Youth, and the National Council of State Committees for Children and Youth. The first group consists of three hundred sixty volunteer national organizations having programs for children and youth and several other agencies which contribute to their welfare. Our organization is listed as one of the latter group. The interdepartmental Committee, established in 1948, consists of thirty-four Federal agencies with programs relating to children and youth. The National Council of State Committees consists of official state and territorial committees for children and youth. All of these send representatives to the National Committee which consists of twenty-one persons, fifteen of whom represent the organizations named above. A considerable number of youth participants also attended the Conference. An organization membership list and a list of participants in this particular conference is available for your inspection, as well as several other items of interest from the meetings.

Briefly, the focus of the Conference was on ways in which new concepts can be translated into services for children and youth. An important emphasis throughout the meeting was on the use of participation and assistance from within the served group. In the discussion of the Economic Opportunity Act of 1964, popularly known as the War on Poverty, Mr. Conway representing Mr. Shriver, pointed out how needed community services would be underwritten by Federal

Grant to the extent of 90% of the cost when suitable proposals were made based on community leadership. The establishment of approved small businesses would be subsidized to the extent of $15,000 each. It would also include an attack on the roots of poverty, i.e., services to the children of poverty-stricken homes who are potential recipients of future welfare assistance. Another speaker emphasized the fact that by the time boys and girls in the United States reach the age of eighteen years, one of every six of them will have been dependent at some time on public assistance for the necessitites of life. This problem needs to be attacked and reversed.

Another item of interest to this group was presented during the workshop on Mental Health, chaired by Dr. Shands, director of the Nemours Foundation projects. The National Clearing House for Mental Health Information, a part of N.I.H., is currently collecting, indexing, and abstracting material on mental health on an international basis. They are keeping abreast of current knowledge, discerning trends in research and practice, uncovering gaps in knowledge, and stimulating research on effective prevention and treatment of mental health problems. Mrs. Bergquist, who reported on this project, said that the material gathered about children ranges from studies of academic achievement to work orientation and covers the breadth of the child's world in its normal and abnormal aspects. She indicated willingness to answer all inquiries pertaining to problems which we may be facing in the mental health area from data now in the possession of the Clearinghouse. Researchers, educators, colleges, schools and other agencies and individuals soon will be invited to use the agency officially. At this time inquiries are processed individually by staff members.

Thank you very much for giving me an opportunity to attend this excellent conference.

Interagency Committee Report

To: Conference Centennial Committee (E. Boatner, S. Craig, M. Hester, H. Quigley, E. Tillinghast)

Conference Centennial Committee
Minutes of the Meeting
April 14, 1964

A meeting of the Conference Centennial Committee was held at the Mission Inn, Riverside, California, on Tuesday, April 14, 1964. Members present: Boatner, Craig, Hester, Quigley, Tillinghast, Schunhoff, McClure, Chairman. Members absent: None.

The Committee reviewed correspondence of the past few months and discussed the responsibilities of the Centennial Committee. The need for a complete and readable History of the Conference of Executives was agreed upon and Powrie V. Doctor was named Editor, as agreed upon in previous correspondence. It was agreed that the Centennial Committee, itself, would serve as an Editorial Board and retired members of the Conference would be asked to serve as resource people.

The site of the Centennial Meeting for the Conference in 1968 was discussed. Two invitations had been received, one from the New York School for the Deaf at White Plains, the other from Gallaudet College. The Committee unanimously recommended acceptance of the invitation from Gallaudet College. In this way, the Conference would return for its Centennial Meeting to the place where it was established. This recommendation of the Committee was to be presented at a business session of the Conference later in the week. (This action was subsequently confirmed by the Conference.)

It was agreed that the Centennial Committee would not be involved with the program, except for the Banquet, at the Centennial Meeting. The Committee would work with the Program Committee on the program for the Banquet and on a theme for the one hundredth anniversary.

The need for a Centennial letterhead for the use of the Centennial Committee was discussed. It was felt one should be developed. The printers at the Indiana School will see what they can do and suggestions will be sent to the Committee members.

It was felt the following committees, among others, should be appointed by the Program Committee of the Conference to expedite arrangements for the Centennial Meeting. Each committee chairman to work closely with the Centennial Committee.

1. Publications
2. Exhibits
3. Banquet
    a. Arrangements
    b. Program
4. Publicity - Public Relations

The meeting adjourned to come together later in the week with Dr. Doctor.

William J. McClure
Chairman

Meeting of the Conference Centennial Committee

Thursday, April 16, 1964

A second meeting of the Centennial Committee was held Thursday morning, April 16. Members present: Craig, Hester, Quigley, Tillinghast, Schunhoff, McClure. Others present: Powrie V. Doctor, Elizabeth Benson. Members absent: E.B. Boatner.

At the outset of this meeting, Dr. Edward Tillinghast was selected to serve as secretary of the Centennial Committee.

The Committee then reviewed the actions of the first meeting on Tuesday: the Committee, itself, to serve as an Editorial Board, retired superintendents to be requested to serve as resource people, the site of the Centennial Meeting to be Gallaudet College, and Dr. Doctor confirmed as Editor of the Centennial History of the Conference.

Dr. Doctor pointed out the need for a comprehensive history of education of the deaf in the United States. This could be written with the main emphasis on the Conference and its one-hundred year history. Marshall Hester indicated such a history should be limited to the Conference and its work. This was generally agreed upon by the Committee.

A discussion of printing costs followed. Dr. Doctor estimated the history should not run over 300 pages at a cost of $7,000.00 to $8,000.00. The Committee felt the cost of each book should be kept to $3.00, if possible.

Possible methods of financing were discussed. These included: (1) the possibility of a grant from the Federal Government, (2) the Conference treasury, which might be able to support the project to the amount of $3,000.00 to $4,000.00 over the next 3 years, (3) non-interest bearing notes subscribed to by members of the Conference which might raise approximately $2,000.00.

A proposed budget was as follows:

1. Printing cost	$8,000.00
2. Editorial cost	2,000.00
3. Clerical cost	2,000.00
4. Researcher	2,000.00
5. Miscellaneous	1,000.00
	$15,000.00

The maximum income was estimated to be 5,000 books x $3.00 = $15,000.00. Other methods of financing discussed were:

$4,500.00	from the Conference of Executives over a 3-year period.
2,500.00	on non-interest bearing notes from 50 members.
$7,000.00	Total.
8,000.00	borrowed from banks.
$ 15,000.00	Total.

It was agreed that Dr. Schunhoff, as President of the Conference, would write Miss Mary Switzer asking that she be available for a conference with Dr. Doctor in the near future and that Dr. Doctor would propose a request for a Federal grant to write a "History of the Conference of Executives of American Schools for the Deaf" and its contribution to the education of the deaf. The question was raised, "Should the Conference also go to Francis Keppel Commissioner of education?" No action was taken on this question.

Dr. Quigley moved that the Conference approval be sought for plans for publishing the Centennial History as formulated by the Committee. Motion seconded by Ed Tillinghast - motion passed.

Dr. Quigley also moved that Conference approval be requested for the Treasurer to advance the sum of $1,000.00 to the Centennial Committee to initiate work on the Centennial History. Motion passed. (The Conference subsequently approved this advance.)

The Committee unanimously agreed that Dr. Elizabeth Benson should serve as Secretary-Treasurer of the Centennial History Project with authority for both the Editor and the Secretary-Treasurer to sign checks. No expenditures were to be made in excess of funds previously made available by the Centennial Committee and all bills should be approved by the Chairman of the Centennial Committee before payment. Financial reports on the Centennial Fund are to be included by Dr. Doctor as a separate item in the Annual Conference Report made to the Director of Internal Revenue.

The Committee emphasized to the Editor and to the Secretary-Treasurer the necessity of staying within the projected budget. At any time there appears the likelihood of exceeding the budget, the scope of the project will be reduced.

Edward Tillinghast
Secretary

SOCIAL SECURITY DISABILITY BENEFITS

There are two kinds of disability protection provided under the Social Security disability program. These are: (1) Disabled workers under 65 and their dependents may be paid monthly benefits; (2) The disabled sons and daughters of retired or disabled workers and of workers who have died may be paid monthly benefits if they are 18 years of age or older and have been disabled since before they reached 18 years of age. Discussion herein is confined to the second category, the disabled children group.

Pertaining to the disabled children group note the limitations stated above: (1) The parent or guardian is disabled in accordance with Social Security provisions (providing the parent or guardian has sufficient quarters of coverage), (2) or the parent or guardian is retired and drawing Social Security retirement benefits, (3) or the parent or guardian with sufficient quarters of coverage has died. Under such conditions disabled adult children qualify if (a) the individual is 18 or over, (b) has never been able to work substantially, (c) is dependent for livelihood on someone, (d) was disabled before age 18. With regard to such adult children among the disabilities which would ordinarily be considered as preventing substantial gainful activity (except where other evidence rebuts the finding of disability) is "total deafness uncorrectable by a hearing aid". Also included is permanent and total inability to speak. It appears that the interpretation of total deafness is on a functional basis. Evidence that would rebut a finding of disability would, for example, be employment at $100.00 a month or more. If such a person has been earning this amount or more and then is out of work temporarily this temporary unemployment would not qualify him. If a person receiving benefits under the disabled children provisions goes to work, the benefits continue for a 9 month period. Thus, for example, a deaf boy in school who is over 18 and whose father had retired under Social Security benefits can qualify for as much as one half of his father's monthly benefit as long as he is in school, and if he goes to work on leaving school, the benefits continue for 9 months. If he does not find work, these benefits may continue as long as he is unemployed.

Applicants for disability benefits are automatically referred to Vocational Rehabilitation. If the individual refuses services without good cause, then he is removed from payment status. Attendance in a residential school where tuition, board, room, and laundry are provided by the state would not in itself warrant withholding an award if the student is otherwise qualified.

The disabled adult child status does not apply to married women if living with a husband. Those who qualify for disability benefits without basing it on parents' retirement or death are required to meet the quarter qualifications; usually 5 years of work experience. Even disabled adult children, if they become disqualified by reason of working, cannot revert to their former status but must gain credit for 5 years of work to be covered.

One of the chief benefits is to the multi-handicapped deaf child who even after attending school is unable to obtain gainful employment. If the father or mother or whoever is his chief source of support retires, such a child after 18 may receive benefits. These are not so extensive as to take the place of regular employment. Based on the parent's or guardians' earnings, the amounts payable to disabled adult children range from $20.00 a month to $63.50 a month. Information as to disability awards made is confidential.

Edward R. Abernathy, Superintendent
Ohio School for the Deaf

April 1, 1964

REPORT OF MEETING OF THE "COMMITTEE OF ONE HUNDRED"
Chicago, November 14 - 15, 1963

Concerning the Conference of Executives and the National Council for Accreditation of Teacher Education

by
Howard M. Quigley, Chairman
Conference Committee on
Teacher Training and Certification

In August, 1963 President Schunhoff received a letter from Dr. Earl Armstrong, executive secretary of NCATE (National Council for the Accreditation of Teacher Education) Washington, D. C., inviting the Conference of Executives to send a representative to the "Conference of One Hundred" at the Hotel Conrad Hilton in Chicago, November 14 and 15, 1963. About fifty organizations interested in NCATE received this invitation. Hugo asked me to represent the Conference as chairman of the Committee on Teacher Training and Certification. I was glad to do this, despite a tight schedule, for I regarded the meeting as an important one for all of us.

The meeting was called to deal with three major areas, as follows:

1. The purposes and policies of NCATE
2. Its structure and financing
3. Criteria and procedures for evaluation

No votes were taken and no resolutions adopted, by request of the Council. However, an attempt was made to capture the general trend of thinking at the conference, for subsequent study and consideration by the members of the Council.

Participation by the Conference of Executives in NCATE activities did not exist until Public Law 87-276 was passed a couple of years ago. Some of you may recall that in January, 1962 Bill McClure and I spent a day in Washington, discussing with representatives of the U. S. Office of Education and of NCATE what the national "approving body" in the area of deaf education should be for purposes of administering P. L. 87-276. It appeared that the organization to do this would have to be either the Conference of Executives or NCATE. As you know, Commissioner Sterling McMurrin ultimately designated NCATE as the approving body. At the time I was disappointed with the decision, but now that I know more about the structure and operation of NCATE I realize that no other choice could have been made, from Dr. McMurrin's point of view, for NCATE operates as one of the agencies of the National Commission on Accrediting, which governs 23 national accrediting groups. We are not a part of this firmly structured arrangement.

I do not think it is appropriate or necessary, from the standpoint of the Conference, to go into detail about the arguments for or against NCATE. Much of what was discussed in Chicago concerned the relationships between NCATE and the institutions it serves. Dr. James Koerner's "The Miseducation of American Teachers" and Dr. James Conant's "The Education of American Teachers" do this in detail. However, I would like to take the time to discuss NCATE from the Conference viewpoint, for whatever worth this will be.

The big questions are, where does the Conference of Executives fit into the accrediting, or standards-setting, picture now, and where is it likely to fit in the future? The former can be answered quite readily; the latter is much more involved.

In regard to the former, the Conference has, in addition to its tradional function, a gentleman's agreement with NCATE which says that any teams set up by NCATE to make on-site surveys of colleges and universities will have a Conference representative on the team if a program of preparation of teachers of the deaf is involved. In this way we provide technical know-how to the other members of the team in the area of the deaf, and NCATE can thus report more adequately to the administrators of P. L. 87-276 (now P. L. 88-164) for determination of eligibility for stipends.

In regard to the latter part of the question above, on the basis of present knowledge, it is unlikely that the Conference will ever become recognized as a national accrediting agency. We are not in a position to be competitive to NCATE, the only teacher education accrediting group under the National Commission on Accrediting, the granddaddy of all accrediting outfits. There are numerous national groups - physical education, art, mathematics, guidance, and many more - that are anxious to be standards-setting agencies, but have no media through which they can be represented in NCATE. The big difference between them and us is that we have established a procedure for approving training centers, and are actively engaged in standards-setting and evaluations of training centers.

Let's look a minute at some of the background and structure of NCATE. The agency was established about ten years ago, to take over teacher training accreditation procedures formerly handled by the American Association of Colleges for Teacher Education. The American Commission on Accrediting refused to admit NCATE to the family until four years after it was organized, and then only with the provision that five years later a thorough review of its structure and function would take place. That review was made at the meeting I attended, and which I am now attempting to report.

NCATE is composed of 19 members, representing 6 organizations, as follows:

American Assn. of Colleges for Teacher Education	-7 mbrs.
Ad Hoc Committee appointed by the National Commission on Accrediting	-3 mbrs.
Council of Chief State Officers	-1 mbr.
National Assn. of State Directors of Teacher Education and Certification	-1 mbr.
National Commission on Teacher Education and Professional Standards	-6 mbrs.
National School Board Association	-1 mbr.

The Ad Hoc Committee is appointed to the Council to represent the liberal arts point of view, about which there has been considerable dispute.

As can be seen, there does not exist in any agency now represented on this Council a medium by which the Conference of Executives, or any of the many other special interest groups, can be represented. This is recognized as one of the weaknesses of NCATE.

I have discussed this situation with Dr. Maynard Reynolds, Director of Special Education in the University of Minnesota, particularly in regard to the status of the Conference as a national approving body. He is appreciative of the work done by the Conference, and approves of our standards. He says, however, that the University of Minnesota will not recognize the Conference as an approving agency for its teacher of the deaf preparation program because of the structure of our organization. When I point out that Northwestern University, Kent State University and other universities and colleges have recognized the Conference, he says that we shall see less and less of this in the future, especially if federal scholarships continue to be offered. He expresses the feeling that if we don't get this accrediting business set up within a nationally recognized framework (NCATE) we will run the risk of having federal government regulation of standards. In his opinion, the way to handle this is to use our prestige and weight, with others (including C. E. C.) to help make NCATE a truly effective accrediting body in our field. Apparently a more appropriate agency for this does not exist as yet. Finally, Dr. Reynolds says that if we would like to have his views presented to the Conference, he would be glad to do so if asked. Most of you probably know that Dr. Reynolds is scheduled to become President of C. E. C. in 1965.

The situation right now concerning NCATE is that the members of the Council will study the records of the discussion in Chicago, and come up with revisions in its policies and structure that develop from those discussions. It was clearly evident to me that there is much dissatisfaction with present policies and structure. There are many who think the Council is monopolistic, power hungry, is stifling the development of good teacher education, and is not doing a good job in its evaluation of institution programs.

Next summer, I understand, the new proposals for revision of NCATE's policies and structure will be out. One change that appears to be certain is the establishment of a delegate assembly that will meet once or twice a year. This will provide for all interested groups (us included) to have a voice in the Council, and hopefully get around the difficult problem of providing representation for so many diverse groups among the six agencies now on the Council.

Of considerable interest to me, brought out in the discussions, was the information that procedures we use in our on-site surveys are in many respects similar to NCATE's. In some ways our procedures are more thorough, such as in the evaluation of course content, and of instructors' training and experience.

It seems to me that we should examine our situation rather critically, and answer several questions, such as:

1. Shall we continue as we are doing now, developing further our standards and procedures? I see no downward trend in the general acceptance by universities and colleges of our competence in this area. The real problem here is one of manpower. The people on our committee are busy people, becoming more so every year, it seems.

2. Should we examine NCATE more thoroughly, work toward finding a medium through which we can be represented, and get out of the teacher education standards-setting

activity?

3. Should we adopt a wait-and-see attitude, and reserve any action until the new structure of NCATE is determined?

4. Should we operate under a combination of (1) and (2) ?

December, 1963
Faribault, Minnesota

Summary of the Report of Members of the Planning and Evaluation Conference, Captioned Films for the Deaf

March 12-14, 1964

Although the conference sessions have been recorded on tape, it may be helpful to provide a written summary of the major topics of the agenda, and to reflect the opinion of the group.

1. Social Studies and Literature Outlines

    a. The conference was impressed with the amount of work accomplished by the Curriculum Development group which met in Munice, Indiana, during the summer of 1963. In general, the quality of work and the approach to organization of material was judged to be excellent, and constitute a major contribution to the improvement of the education of the deaf.

    b. Several suggestions were made with the hope of improving the outline.

        (1) The outlines should be reviewed and polished, allowing for correction as needed, and for a closer association of specific instructional materials with teaching units.

        (2) The evaluation of films should contain a comment about the content of the film, and grade level.

        (3) Distribution should be considerably more widespread. Perhaps duplication of the information can be accomplished by the Conference of Executives of American Schools for the Deaf, the Convention of American Instructors of the Deaf, or selected state schools for the deaf.

2. Entertainment Films

    The Conference suggests that films be designated in the film directory as:

    F - Suitable for family viewing
    A - Suitable for adult consumption only
    C - Suitable primarily for a children's audience

3. Training Films: IBM Card Punch Operator

With reference to programmed training film, the question was raised as to how to manage the training film and equipment after the experimental program had been completed. The consensus of the group was that close liaisons be maintained with VRA and that VRA might then utilize the film to train deaf clients in a variety of places. The training units could move from region to region or place to place and be utilized perhaps by state schools for the deaf, the public schools, rehabilitation centers, and speech and hearing clinics having a large population of deaf clients. It is feasible that the film and machines could be given to a locality for a period of time, and be well utilized to a greater extent by a variety of agencies or schools than to have the instructional material and equipment in a given school for the deaf on a permanent basis.

4. Areas to be Considered by Captioned Films for Early Development

Members of the group were unanimous in their opinion that prime importance be given to the development and distribution of captioned films that would aid the deaf person to better adapt to the job. The general terms "vocational adjustment" and "vocational attitudes" were used to describe the nature of the film content. Specific areas such as (1) applying for a job, (2) getting along with hearing co-workers, (3) the role and services of the vocational rehabilitation counselor, and (4) films depicting the nature of various jobs, are considered as being most urgently needed. In addition, early development of films for parent orientation is suggested.

5. Sex Education

The group expressed a strong desire to see Captioned Films distribute and, if necessary, develop a film on sex education which would be much more informative and complete than materials now used. Smatterings of sex education in home economics and biology are far from sufficient.

REPORT OF THE
JOINT COMMITTEE ON AUDIOLOGY AND EDUCATION OF THE DEAF

Stephen P. Quigley
Richard F. Dixon
Freeman McConnell
Richard Schiefelbusch
S. Richard Silverman
Kenneth O. Johnson
Leo G. Doerfler
Edgar L. Lowell
Marshall S. Hester
Ben E. Hoffmeyer
Howard M. Quigley
Hugo Schunhoff
William J. McClure

The Joint Committee was set up to promote better understanding of the role of audiology in the rehabilitation of deaf people by increasing the knowledge of audiologists among educators of the deaf and increasing knowledge of the problems of deaf people among audiologists. The Committee met initially in Miami Beach on March 19, and 20, 1962. A second meeting was held on June 11, and 12, 1962, in the office of the American Speech and Hearing Association in Washington, D. C., at which time a research proposal was formulated and submitted to the Vocational Rehabilitation Administration.

The Executive Committee, consisting of Lowell (Chairman), McClure, Doerfler and S. Quigley, met with Ira Ventry, the Research Director employed by the project, on July 22, and 23, 1963. Other meetings of the Executive Committee were held on October 21, and 22, 1963, and on February 10, and 11, 1964. At these meetings a series of questionnaires was developed and revised on the basis of pretesting. These questionnaires have now been sent to a sample of schools, speech and hearing clinics, training programs, audiologists and teachers of the deaf. The purpose of the questionnaires was to compile a status report and to uncover problem areas in the relations between audiologists and educators of the deaf.

A meeting of the Full Committee to discuss these findings will be held in Salt Lake City on June 27, and 28, 1964. At this meeting plans will be made for a national meeting to disseminate the information and to formulate plans for implementing the implications of the study.

The national meeting will be held in Virginia Beach, Virginia, October 5-8, 1964. A number of regional follow-up meetings are planned.

Edgar L. Lowell
Chairman

REPORT OF RESOLUTIONS COMMITTEE

WHEREAS, the members of the 36th Conference of Executives of American Schools for the Deaf, their wives and guests have thoroughly enjoyed the many courtesies and the warm cordiality extended to them by our host, Dr. Richard Brill and his charming wife, Mrs. Brill, and

WHEREAS, the staff members and students of the California School for the Deaf at Riverside have been helpful beyond the call of duty in making our visit profitable and memorable,

THEREFORE, be it resolved that the deep appreciation of the members of this Conference be conveyed to Dr. and Mrs. Brill and to the staff and students of the California School for the Deaf, and that this resolution be set down in the minutes of the Conference as a permanent record.

……

WHEREAS, the program of the 1964 Conference held at Riverside, California, has set a particularly high standard and has entailed a great deal of work and research,

THEREFORE, be it resolved that this Conference record, through this resolution, its deep thanks to the Program Convenor, Mr. Marvin Clatterbuck, and to all members of his Program Committee.

……

WHEREAS, the John Tracy Clinic has been most gracious in extending to Conference members an invitation to visit the Clinic to see at first-hand the work being done there, and

WHEREAS, this invitation is received as a special treat by so many members who have not had the privilege of visiting the Clinic,

THEREFORE, be it resolved that the special thanks of the Conference members be extended by letters from our secretary to Mrs. Spencer Tracy and to Dr. Edgar Lowell.

……

WHEREAS, the San Fernando Valley State College through Dr. Ray L. Jones, its Project Director, has extended to Conference members an invitation to visit the Adult Education Classes for the Deaf to observe this program in action, THEREFORE, be it resolved that our secretary be instructed to express our sincere thanks to Dr. Jones for this courtesy.

....

WHEREAS, the management and staff of the Mission Inn Hotel, Riverside, California, have done so much to make our visit with them pleasant and comfortable,

THEREFORE, be it resolved that the members of the Conference express their deep appreciation through letter from the Conference secretary.

....

WHEREAS, the entire April, 1964, issue of "Exceptional Children" was devoted to papers relative to the improvement of language instruction for the deaf.

THEREFORE, be it resolved that the Conference of Executives of American Schools for the Deaf go on record as commending the editors of Exceptional Children for this excellent piece of work.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their gratitude to Congressman John E. Fogarty of Rhode Island. Through his forthright and vigorous championship, federal programs for training teachers of the deaf, leadership training, research and demonstration grants, and captioned films for the deaf have become a reality. The beneficial effects of these programs will be felt by generations of deaf children.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Congressman Fogarty.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their gratitude to Congressman Oren Harris of Arkansas. Through his understanding and support, federal programs for training teachers of the deaf, leadership training, and research and demonstration grants are in effect. The beneficial impact of these programs will be felt by generations of deaf children.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Congressman Harris.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their gratitude to Senator Lister Hill of Alabama. Through his wise counsel and effective leadership, federal programs for training teachers of the deaf, leadership training, research and demonstration grants, and captioned films for the deaf have been instituted. The beneficial effects of these programs will be felt by generations of deaf children.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Senator Hill.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their gratitude to John S. Forsythe. Through his consistent interest and untiring efforts, federal programs for training teachers of the deaf, leadership training, research and demonstration grants, captioned films for the deaf, and the expansion of vocational education programs and the National Defense Education Act benefits to include deaf children, are a reality. The beneficial effects of these programs will be felt by generations of deaf children.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Mr. Forsythe.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their gratitude to Mrs. Patria G. Winalski. Through her deep interest and personal concern, federal programs for training teachers of the deaf, leadership training, research and demonstration grants, broadening of the captioned film program for the deaf, the expansion of vocational education programs, and the National Defense Education Act benefits to include deaf children are in effect. The beneficial impact of these programs will be felt by generations of deaf children.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Mrs. Winalski.

....

The Council of Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their appreciation to Anthony J. Celebrezze, Secretary of Health Education and Welfare. During his adminstration, federal programs for training teachers of the deaf, leadership training, and research and demonstration grants in the area of the deaf have become a reality. The beneficial effects of these programs will be felt by generations of deaf children.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Secretary Celebrezze.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their appreciation to Francis Keppel, Commissioner of Education. During his administration, federal programs for training teachers of the deaf, leadership training, and research and demonstration grants in the area of the deaf have become a reality. The beneficial effects of these programs will be felt by generations of deaf children.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Commissioner Keppel.

....

WHEREAS, administrators of educational programs for the deaf are aware of continuous and increasing pressures to assume major responsibility for the education of children who are deaf and mentally retarded, and,

WHEREAS, many administrators are called upon to delineate state plans for the education and training of such children,

THEREFORE, be it resolved that the Conference of Executives of American Schools for the Deac, through its Executive Committee, request an adequate planning grant from the U. S. Office of Education (or other appropriate government agency) to outline a detailed study of the present and possible educational provisions for children who are deaf and retarded, with recommendations for organized patterns and methods of instruction.

....

WHEREAS, it has been very forcibly brought to our attention through our sectional meetings at the Riverside Conference in 1964 that the problem of adequate services for the multiply handicapped deaf child is one with which we as educators of the deaf are vitally concerned,

THEREOF, be it resolved that the 1966 meeting of the Conference of Executives of American Schools for the Deaf devote a substantial portion of its program to this problem.

....

WHEREAS, for a long time there has been an unfilled need for a collegiate situation for the training of administrative and supervisory personnel, and

WHEREAS, the Vocational Rehabilitation Administration and the San Fernando Valley State College have co-operated in providing such a facility,

THEREFORE, be it resolved that the Conference of Executives of American Schools for the Deaf commend the authorities in V.R.A. and the San Fernando Valley State College for initiating and carrying on this service, and recommend that the Leadership Training Program be enlarged and operated on a permanent basis.

....

WHEREAS, the Conference of Executives of American Schools for the Deaf, viewing with deep concern the establishment of inadequate educational programs for deaf children, desires to reiterate and re-emphasize the philosophy previously expressed in resolutions of the Conference in October, 1948, and June, 1951, which state:

"The Conference of Executives of American Schools for the Deaf, in session at the meeting held in Fulton, Missouri, June 21, 1951, noting the rapid establishment, growth, and development of programs of special education for exceptional children, view with grave concern the current trend and resultant effects in the area of the education of deaf children. This concern is based upon the evident failure to recognize the special problems involved in the teaching of deaf children. We therefore recommend:

1. That classes for deaf children be not established unless there be a sufficient number of deaf children available to maintain not less than five properly organized and supervised classes, as already expressed by the Conference at its meeting in Faribault, Minnesota, in October, 1948; and

2. That in each class the educational level range not exceed two grades. We further respectfully recommend that the administrators of residential and day schools for the deaf having five or more teachers be placed on commissions or committees in their respective States, the duties and responsibilities of which have to do with policy making and legislation affecting such schools."

°°°°°°°°°°

WHEREAS, the Conference of Executives of American Schools for the Deaf is vitally interested in all efforts to collect complete and accurate statistics concerning deafness, and,

WHEREAS, we have had presented at this meeting an interesting proposal to investigate the feasibility of collecting such information from Dr. Goldstein, Chief of the Biometrics Branch of the National Institute of Neurological Diseases and Blindness,

THEREFORE, be it resolved that the Conference express its interest in and willingness to co-operate with the National Institutes of Health in the collection of statistical information concerning deafness, and,

BE IT FURTHER RESOLVED that before taking further action, the Executive Committee of the Conference of Executives of American Schools for the Deaf, acting on its own or through the Educational Research Committee, explore the feasibility of such an undertaking with the Academy of Opthalmology and Otolaryngology of the American Medical Association, and the Biometrics Branch of the National Institute of Neurological Diseases and Blindness.

°°°°°°°°°°

WHEREAS, there is an immediate and imperative need for technical and vocational training to enable the deaf youth of this country to meet the challenge of our rapidly advancing technology which is greatly accentuating the demand for specialized training, and,

WHEREAS, the deaf have the ability to master technical and vocational skills to a high degree, and,

WHEREAS, the full utilization of such abilities and skills is in the best interest of the entire nation as well as of deaf persons themselves, and, WHEREAS, there are few special technical training facilities for the deaf, and the vocational training which the great majority of schools for the deaf are able to provide is vastly inadequate and the schools cannot meet this vital need of the deaf.

THEREFORE, be it resolved that the Conference of Executives of American Schools for the Deaf meeting in Riverside, California on April 16, 1964, does, by vote, urgently request the Congress of the Unites States to make provision for the establishment of teachnical and vocational facilities for the deaf as may be deemed necessary to prepare deaf youth to utilize fully their abilities and skills in the increasingly complex world to make their rightful contribution to the nation.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their gratitude to Dr. Mary E. Switzer, Commissioner, Vocational Rehabilitation Administration, Department of Health, Education and Welfare, for her unfailing interest in the deaf, for her aid in making it possible to carry on vital research and demonstration programs, and, in particular, for her invaluable help in bringing the captioned film program to fruition.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Dr. Switzer.

....

The Council on Education of the Deaf and the Conference of Executives of American Schools for the Deaf meeting jointly at Riverside, California, April 12 - 17, 1964, wish to record formally their gratitude to Mr. E. B. Whitten for his unfailing interest in the deaf and for his invaluable aid in the field of vocational education.

THEREFORE, be it resolved that a unanimous vote of appreciation be spread upon the minutes of this meeting, and that a copy of this resolution be sent to Mr. Whitten

....

RESOLUTION

Be it resolved by the members of the Conference of Executives of American Schools for the Deaf meeting at the California School for the Deaf, Riverside, California, April 12-17, 1964, that the Joint Rules Committee of the Senate and House of the United States Congress be asked to reconsider their decision in regard to the printing of the Proceedings of the Convention of American Instructors of the Deaf which met in Washington, D. C., June 22-28, 1963.

Inasmuch as many distinguished educators of the deaf from other nations were invited to deliver papers at this meeting, the second ever held in the Western Hemisphere, it would be to the distinct disadvantage of the teachers of the deaf in the United States if all or a part of these papers were not printed and made available in all of the states and particularly to the many training centers recently established by Congress under Public Laws 87-276 and 88-164 for the recruitment and training of teachers of the deaf.

It has been stated by those in positions of authority in the field of deafness that these Proceedings will be the manual for educators of the deaf for many years to come.

The Federal Government provided over $60,000.00 toward the support of this Congress and the collection of these earned papers. The Proceedings should be published in a manner that would show the participation of the United States Government in this field and the continued interest of the Federal Government by making the Proceedings available to college and university libraries, to the general public and to the invited guests from other countries.

The education and rehabilitation of the deaf in the United States leads in the world and such a book would be of infinite help in spreading this knowledge to every country in the world. Fifty of which were represented at this meeting, in addition to the delegates from all states except Alaska and 7 provinces in Canada. In view of the great interest shown by Congress in the welfare of handicapped people, it is hoped that this Committee will reconsider their decision and publish all the material in the Proceedings of this meeting.

APPENDIX

APPENDIX

CONSTITUTION

ARTICLE I. NAME

This organization shall be known as the Conference of the Executives of American Schools for the Deaf, Inc.

ARTICLE II. OBJECT

The object of this organization shall be to promote the management and operation of schools for the deaf along the broadest and most efficient lines and to further and promote the general welfare of the deaf.

ARTICLE III. MEMBERS

Section I

Active membership in this organization shall be limited to executive heads of schools for the deaf.

Section II

Associate membership may be granted to principals of schools on recommendation of the executive head of such schools.

Section III.

An associate member may participate in the deliberations of the meeting but may not vote unless designated, in writing, to represent his school in the absence of its executive head.

Section IV

Honorary membership may be conferred at any meeting of the organization by a majority vote of the active members present, such membership to continue until terminated by withdrawal or vote of the active members. Honorary members will not be required to pay dues and shall not have the right to vote.

Section V

Active members shall pay dues as prescribed by the bylaws. Only members whose dues are paid shall have the right to vote.

ARTICLE IV. OFFICERS

Section I

The officers of the conference shall be a president, a vice-president, a secretary, and a treasurer. The officers together with active elected members shall constitute the executive committee.

Section IV

Treasurer: The treasurer shall collect all dues and assessments and shall have custody of the funds and securities of the conference under control of the executive committee. He shall keep proper books and accounts of the receipts and disbursements of the moneys of the conference and the funds and securities of the conference and shall report as to the financial condition of the conference at each annual meeting or as often as requested by the executive committee.

The treasurer shall pay out the money of the conference only in accordance with the regulations or instructions of the executive committee and invest surplus funds subject to the approval of the executive committee.

Section V

The executive committee shall have charge of the affairs of the conference between meetings.

The executive committee shall be governed by such bylaws as are adopted by the conference and shall submit a report of its activities at each annual meeting of the conference.

Section VI

The executive committee shall be charged with the management of the official organ of the conference known as the American Annals of the Deaf and shall elect its editor, who shall also be responsible for the financial affairs of the publication and make an annual report to the treasurer. The editor shall serve for a term of 3 years and may be re-elected at the discretion of the executive committee.

Section VII

Meetings of the Executive Committee may be called by the President or upon the request of four members of the committee. Written notice of such meetings shall be given thirty days in advance. Where a quorum of the Committee cannot be obtained a written poll of the members may be substituted.

Section VIII

A quorum of the Executive Committee shall consist of five members of the Committee.

Section IX

All officers and members of the Executive Committee must be active members of the Conference.

Section II

Immediately after the adoption of this constitution there shall be elected by ballot a president, a vice-president, a secretary, and a treasurer each for a term of 3 years. In addition two other active members shall be elected to the executive committee for a term of 3 years to replace those present members whose terms expire in 1948.

Section III

In 1949 two members shall be elected to the executive committee for a term of 3 years to replace those members of the present executive committee whose terms would have expired in 1951. In 1950 two members shall be elected to the executive committee for a term of 3 years to replace those members of the present executive committee whose term would have expired in 1954. Thereafter two members at large shall be elected to the executive committee annually to serve for 3-year terms.

Section IV

The president shall be chairman of the executive committee.

Section V

Officers may not succeed themselves but may be elected to other offices, or to the same office after a lapse of 1 year. In the case of a vacated office, the executive committee shall elect a new officer for the unexpired term.

ARTICLE V. DUTIES OF OFFICERS AND EXECUTIVE COMMITTEE

Section I

President: The president shall preside at the meetings of the conference and of the executive committee and shall have general care and oversight of the affairs of the conference subject to the approval of the executive committee.

Section II

Vice president: In the absence or disability of the president shall discharge the duties of president and in the absence or disability of both the executive committee may choose a member to serve as presiding officer.

Section III

Secretary: The secretary shall keep the records of the meetings of the conference and of the executive committee and shall be the custodian of the records and perform such other secretarial duties as may be required by the affairs of the conference.

ARTICLE VI. MEETINGS

Section I

Regular meetings of the Conference shall be held annually at a time and place designated by the Conference in session or by the Executive Committee. Notice of all meetings must appear in the American Annals of the Deaf at least sixty days in advance of the meetings or sent in writing to each member sixty days in advance of the meeting.

Section II

The program of each meeting shall be prepared by a Program Committee designated by the President and approved by the Executive Committee.

Section III

A quorum shall consist of twenty active members of the Conference.

ARTICLE VII. AMENDMENTS

This constitution may be amended by the affirmative vote of at least three-fourths of the active members present at any regularly called meeting, at which at least forty active members are present, provided six months' notice of the meeting with publication of proposed amendment shall appear in the official organ of the Conference.

ARTICLE VIII. BEQUESTS

The Executive Committee is authorized to accept at its discretion gifts and bequests in behalf of the Conference of Executives of American Schools for the Deaf.

BY-LAWS

I. MEMBERSHIP

A. Membership in the Conference of Executives of American Schools for the Deaf, Incorporated, shall be considered that of the school rather than the individual. A school shall be eligible to representation during the period for which dues have been paid.

An Executive automatically relinquishes his Conference membership as representative for a school upon the termination of his official duties.

B. At each regular meeting the secretary shall cause to be posted in a conspicuous place, a list bearing the names of all executives qualified as active members in the meeting.

C. To qualify for membership a school must have a program of five or more well graded classes of deaf children under one supervisor or executive and be recommended to the Conference by the Executive Committee and approved by the Conference in regular meeting.

D. Annual dues shall be such amount as is recommended by the Executive Committee and approved by the Conference.

II. OFFICERS AND COMMITTEES

A. Only members in good standing shall be eligible to election or appointment on Committees or to hold office. Vacancies shall be declared in the event that an irregularity in this respect shall be noted.

B. Nominations for the various offices shall be made from the floor at the designated period set for the election of officers. In the event of there being more than one nominee, written ballots shall be cast and the member receiving a majority of the votes shall be declared elected. In case no majority is recorded on the first ballot, a second ballot shall be provided on which only the names of the two having the largest number of votes shall appear. In case of a tie vote for first or second place on the ballot, the names of all candidates involved in such tie shall be included. Subsequent ballots are to be governed by similar regulation if necessary.

C. The power of general management of the Conference between meetings, granted to the Executive Committee in the Constitution, shall include the initiation of research and other professional activities in which the welfare of the deaf is involved.

D. The Secretary of the Conference at each meeting shall prepare a list of eligible associate members and another list of honorary members to be submitted for approval of the Conference at that meeting.

E. Committees:

There shall be the following committees:

1. Committee on Teacher Training and Certification.
2. Committee on Educational Research.
3. Committee on Public Relations.
4. Committee on Resolutions.
5. Committee on Programs.
6. Committee on Legislation.
7. Committee on Statistics.
8. Joint Annals Advisory Committee.
9. Committee on Accreditation of Schools.
10. Committee on Certification of Houseparents.
11. Committee on Visual Aids.
12. Committee on Parents' Education.

Each of the Committees, excepting the Joint Annals Advisory Committee, Teacher Training and Certification Committee and the

Accreditation of Schools Committee, shall consist of not less than three nor more than five members, and shall be appointed by the President, subject to the approval of the Executive Committee, for a term of three years. The Chairman of each committee shall be designated by the President.

The Joint Annals Advisory Committee shall consist of the President of the Conference, three other members of the Conference designated by the President of the Conference for a three year term, the President of the Convention, and three other members of the Convention designated as the Convention may determine for a matching three-year term. The chairman of this committee shall be designated by the President of the Conference from among the other three members representing the Conference.

III. RECORDING OF MINUTES

The Secretary in conjunction with the editor of the official organ of the Conference shall be responsible for securing minutes of the various sessions and shall arrange for an adequate report of such proceedings to be printed in the above named official organ.

IV. AUDIT

The Executive Committee shall provide for an annual audit of the treasurer's accounts and of the accounts of the Editor of the Annals. Such audits shall be made by certified public accountants.

V. OFFICIAL SEAL

The seal of the organization shall be permanently retained in the offices of the Secretary of the Conference.

VI. PROCEDURE OF MEETING

Robert's Rules of Order shall govern all proceedings not herein provided for.

VII. AMENDMENTS TO BY-LAWS

The By-Laws may be amended by a majority vote at any regular meeting providing the presentation of the change has been approved by the Executive Committee.

VIII. BY-LAWS BECOME EFFECTIVE

These By-Laws shall become effective immediately upon their adoption.

MEETINGS OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

1868 1st: Gallaudet College, Washington, D. C.
1872 2nd: Michigan School for the Deaf, Flint, Mich.
1876 3rd: Mount Airy School for the Deaf, Philadelphia, Pa.
1880 4th: The Clarke School for the Deaf, Northampton, Mass.
1884 5th: Minnesota School for the Deaf, Faribault, Minn.
1888 6th: Mississippi School for the Deaf, Jackson, Miss.
1892 7th: Colorado School for the Deaf and the Blind, Colorado Springs, Colo.
1900 8th: Alabama School for the Deaf, Talladega, Ala.
1904 9th: Department of International Congresses of the Universal Exposition, Halls of Congresses on the Exposition Grounds, St. Louis, Mo.
1913 10th: Indiana School for the Deaf, Indianapolis, Ind.
1919 11th: Ohio School for the Deaf, Columbus, Ohio
1924 12th: Florida School for the Deaf and the Blind, St. Augustine, Fla.
1926 13th: Maryland School for the Deaf, Frederick, Md.
1928 14th: Tennessee School for the Deaf, Knoxville, Tenn.
1930 15th: Colorado School for the Deaf, Colorado Springs, Colo.
1933 16th: New Jersey School for the Deaf, West Trenton, N. J. International Congress on the Education of the Deaf.
1936 17th: Western Pennsylvania School for the Deaf, Edgewood, Pittsburg, Pa.
1939 18th: Gallaudet College, Washington, D. C.
1944 19th: Western Pennsylvania School for the Deaf, Edgewood, Pittsburg, Pa.
1948 20th: Minnesota School for the Deaf, Faribault, Minn.
1949 21st: Illinois School for the Deaf, Jacksonville, Ill.
1950 22nd: Colorado School for the Deaf, Colorado Springs, Colo.
1951 23rd: Missouri School for the Deaf, Fulton, Mo.
1952 24th: Arkansas School for the Deaf, Little Rock, Ark.
1953 25th: Washington School for the Deaf, Vancouver, Wash.
1954 26th: New Mexico School for the Deaf, Santa Fe, N. Mex.
1955 27th: American School for the Deaf, West Hartford, Conn.
1956 28th: Mississippi School for the Deaf, Jackson, Miss.
1957 29th: Tennessee School for the Deaf, Knoxville, Tenn.
1958 30th: Clarke School for the Deaf, Northampton, Mass.
1959 31st: Colorado School for the Deaf, Colorado Springs, Colo.
1960 32nd: Northwestern University, Evanston, Ill.
1961 33rd: Oregon School for the Deaf, Salem, Oreg.
1962 34th: Texas School for the Deaf, Austin, Texas
1963 35th: Manger Hamilton Hotel, Washington, D. C.
1964 36th: California School for the Deaf, Riverside, Calif.

PUBLISHED PROCEEDINGS OF THE CONFERENCE OF EXECUTIVE OF AMERICAN SCHOOLS FOR THE DEAF
1868-1964

1868 Volume I: 1st meeting, 11th Annual Report of the Columbia Institution for the Deaf and Dumb (Gallaudet College), Washington, D. C.

1872 Volume II: 2nd meeting, 10th Biennial Report of the Board of Trustees of the Michigan Institution for the Education of the Deaf, Dumb, and Blind, Flint, Mich.

1876 Volume III: 3rd meeting, American Annals of the Deaf, No. 4, Mount Airy School for the Deaf, Philadelphia, Pa.

1880 Volume IV: 4th meeting, Stream Press of Gazette Printing Co., Northampton, Mass., Clarke School for the Deaf, Northampton, Mass.

1884 Volume V: 5th meeting, Biennial Report of the Minnesota School for the Deaf, Pioneer Press Co., St. Paul, Minn.

1888 Volume VI: 6th meeting, Clarion-Ledger Printing Establishment, Jackson, Miss., Mississippi School for the Deaf.

1892 Volume VII: 7th meeting, Colorado School Printing Office, Colorado Springs, Colo. Proceedings published in 1893.

1900 Volume VIII: 8th meeting, Alabama Institute for the Deaf Printing Office, Talladega, Ala.

1904-50 Volume IX-XXII: 9th to and including the 22nd Proceedings were published in the American Annals of the Deaf

1951 Volume XXIII: 23rd meeting, Missouri School for the Deaf. The minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.

1952 Volume XXIV: 25th meeting, Washington School for the Deaf, Vancouver, Wash. Minutes were published in the Proceedings of the Convention of American Instructors of the Deaf.

1954 Volume XXVI: 26th meeting, New Mexico School for the Deaf, Santa Fe, N. Mex. Minutes were mimeographed.

1955 Volume XXVII: 27th meeting, American School for the Deaf, West Hartford, Conn. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.

1956 Volume XXVIII: 28th meeting, Mississippi School for the Deaf, Jackson, Miss. Minutes were mimeographed.

1957 Volume XXIX: 29th meeting, Tennessee School for the Deaf, Knoxville, Tenn. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.

1958 Volume XXX: 30th meeting, the Clarke School for the Deaf, Northampton, Mass. Minutes were mimeographed.

1959 Volume XXXI: 31st meeting, Colorado School for the Deaf, Colorado Springs, Colo. Minutes were published in the Proceedings of the Convention of the American Instractors of the Deaf.

1960 Volume XXXII: 32nd meeting, Northwestern University, Evanston, Ill. Minutes were mimeographed.

1961 Volume XXXIII: 33rd meeting, Oregon School for the Deaf, Salem, Oregon. Minutes were published in the Proceedings of the Convention of the American Instructors of the Deaf.

1962 Volume XXXIV: 34th meeting, Texas School for the Deaf, Austin, Texas. Minutes were lithographed.

1963 Volume XXXV: 35th meeting, Manger Hamilton Hotel, Washington, D. C. This meeting was held in conjunction with the International Congress on the Education of the Deaf and the minutes are to be published in the Proceedings of the International Congress on the Education of the Deaf.

1964 Volume XXXVI: 36th meeting, California School for the Deaf, Riverside, California. Minutes were lithographed.

HONORARY MEMBERS

Retired Superintendents:

Dr. Ignatius Bjorlee, Maryland School
Dr. Alfred L. Brown, Colorado School
Dr. Rachel Davies, Sunshine Cottage, San Antonio, Texas
Dr. Serena Foley Davis, Willis & Elizabeth Martin School, Philadelphia
Dr. W. Burton Driggs, Idaho School
Mr. L. B. Hall, Oklahoma School
Mr. Nathan P. Harris, Horace Mann School, Roxbury, Mass.
Mr. Joseph E. Healy, Virginia School, Staunton
Mr. Clayton H. Hollingsworth, Georgia School
Dr. John A. Klein, Lutheran School for the Deaf, Detroit
Dr. J. Madison Lee, Kentucky School
Miss Harriet F. McLaughlin, Junior High School No. 47, N.Y.
Dr. Jesse W. Jackson, Nebraska School
Dr. William J. Morrison, Ontario School
Dr. Ethel A. Poore, Tennessee School
Dr. Carl E. Rankin, North Carolina School
Dr. Elwood A. Stevenson, California School, Berkeley
Mr. K. D. Sanders, Maine School
Dr. W. M. Whitehead, Virginia State School

Others:

Dr. Leo Doerfler, Eye and Ear Hospital, University of Pittsburgh
Dr. Powrie V. Doctor, Editor, American Annals of the Deaf, Gallaudet College

Dr. Irving S. Fusfeld, Retired Vice-President, Gallaudet College

Mr. John A. Gough, Director, Captioned Films for the Deaf

Dr. LeRoy D. Hedgecock, Department of Otolaryngology and Rhinology, Mayo Clinic and Mayo Foundation, Rochester, Minnesota

Dr. Helmer R. Myklebust, Northwestern University

Dr. Harley Z. Wooden, Executive Secretary (retired) of C E C and former Superintendent of the Michigan School for the Deaf

Dr. Boyce R. Williams, Consultant, U. S. Vocational Rehabilitation Administration, Washington, D. C.

CERTIFICATES OF MERIT GRANTED

May 1, 1960 to April 15, 1964

	Name	Years of Service	Date of Presentation	School
1.	George M. McClure	80	5-1-60	Kentucky
2.	Clara A. Hamel	32	6-24-60	Rochester
3.	LaPearl M. McPherson	32	5-27-60	Idaho
4.	Gertrude B. Sorrells	45	5-29-60	Iowa
5.	Arthur M. Merilla	43	6-3-60	North Carolina
6.	Kathleen Lundell	51	6-12-60	St. Joseph's
7.	Elizabeth Hanzlicek	33	6-12-60	St. Joseph's
8.	Elizabeth Lynam	31	6-12-60	St. Joseph's
9.	Lucile M. Bryan	26	5-28-60	Louisiana
10.	Armand S. Courrege	30	5-28-60	Louisiana
11.	Sydney L. Courrege	30	5-28-60	Louisiana
12.	Eugenia Ford	26	5-28-60	Louisiana
13.	Addie W. Gill	36	5-28-60	Louisiana
14.	Lillian R. Jones	35	5-28-60	Louisiana
15.	Mildred W. McDonald	30	5-28-60	Louisiana
16.	Thelma M. Myers	30	5-28-60	Louisiana
17.	Inez Pratt	25	5-28-60	Louisiana
18.	Lawrence R. Warren	27	5-28-60	Louisiana
19.	Mae Mouton Wilton	26	5-28-60	Louisiana
20.	Josephine Bates	26	5-1-60	Kentucky
21.	Lula May Bruce	50	5-1-60	Kentucky
22.	Mary A. Burch	51	5-1-60	Kentucky
23.	Josie S. Cunningham	31	5-1-60	Kentucky
24.	Susan N. Doneghy	47	5-1-60	Kentucky
25.	Alice H. Grow	51	5-1-60	Kentucky
26.	Josephine E. Guerrant	44	5-1-60	Kentucky
27.	Mary Kennedy	34	5-1-60	Kentucky
28.	Angie C. Kinnaird	47	5-1-60	Kentucky
29.	Madison J. Lee	48	5-1-60	Kentucky
30.	Nancy B. Read	38	5-1-60	Kentucky
31.	Elizabeth M. Read	45	5-1-60	Kentucky
32.	Mary R. Welch	38	5-1-60	Kentucky
33.	Mary A. Woolslayer	33	5-1-60	Kentucky
34.	Mary N. Adcock	27	5-20-60	Arkansas
35.	Roy L. Calhoun	37	5-20-60	Arkansas
36.	Arthur D. Crow	35	5-20-60	Arkansas
37.	Doris DeArman	39	5-20-60	Arkansas
38.	Louise DeArman	40	5-20-60	Arkansas

	Name	Years of Service	Date of Presentation	School
39.	Mildred DeArman	33	5-20-60	Arkansas
40.	Frances Eads	28	5-20-60	Arkansas
41.	Joseph Eads	31	5-20-60	Arkansas
42.	Myrtle Holly	35	5-20-60	Arkansas
43.	Ura M. Johnston	34	5-20-60	Arkansas
44.	Katiki Kimbro	34	5-20-60	Arkansas
45.	Robert T. Marsden	33	5-20-60	Arkansas
46.	Hilma Reed	28	5-20-60	Arkansas
47.	Luther C. Shibley	33	5-20-60	Arkansas
48.	James M. Smith	36	5-20-60	Arkansas
49.	Martha B. Smith	34	5-20-60	Arkansas
50.	Maureen Snider	27	5-20-60	Arkansas
51.	Honora E. Carroll	25	6-17-60	Gallaudet Day School
52.	Edward H. Giessow	25	6-17-60	Gallaudet Day School
53.	Esther D. Krallman	25	6-17-60	Gallaudet Day School
54.	Virginia Rosser	25	6-17-60	Gallaudet Day School
55.	Florence H. Russell	25	6-17-60	Gallaudet Day School
56.	Verne J. Smith	25	6-17-60	Gallaudet Day School
57.	Wilma Baker	28	5-23-60	Oregon
58.	Ruth S. McQueen	33	5-23-60	Oregon
59.	Linnie Rankin	33	5-23-60	Oregon
60.	Ina J. Smith	27	5-23-60	Oregon
61.	Genevieve H. Barnes	33	5-26-60	W. Pennsylvania
62.	Cora N. Borrell	28	5-26-60	W. Pennsylvania
63.	Milford Holliday	25	5-26-60	W. Pennsylvania
64.	Louise C. Lee	26	5-26-60	W. Pennsylvania
65.	James Mackin	33	5-26-60	W. Pennsylvania
66.	Mary D. McCanne	28	5-26-60	W. Pennsylvania
67.	Hannah Oehler	40	5-26-60	W. Pennsylvania
68.	Phoebe E. Oehler	42	5-26-60	W. Pennsylvania
69.	Theresa Rolshouse	37	5-26-60	W. Pennsylvania
70.	Christopher G. Smith	29	5-26-60	W. Pennsylvania
71.	John H. Stanton	33	5-26-60	W. Pennsylvania
72.	Margaret P. Stanton	33	5-26-60	W. Pennsylvania
73.	Bernard Teitelbaum	36	5-26-60	W. Pennsylvania
74.	Elizabeth Key	31	5-26-60	W. Pennsylvania
75.	Mary D. Kelly	35	5-26-60	W. Pennsylvania
76.	Marie Gildea	39	5-26-60	W. Pennsylvania
77.	Annie S. Lashbrook	30	6-22-60	Central New York
78.	Henry W. Wengatz	30	6-22-60	Central New York
79.	Winifred Vaughn	15	6-22-60	Central New York
80.	Nellie Fitzpatrick	26	6-22-60	Central New York
81.	Belle W. Stewart	43	6-7-60	Indiana

	Name	Years of Service	Date of Presen-tation	**School**
82.	Frances Merrill	38	6-16-60	Crotched Mountain
83.	Bessie Pugh	36	9-2-60	Inst. of Logopedics
84.	Sister B. M. Scholz	32	9-8-60	St. Rita
85.	Sister Heloise Gutman	32	9-8-60	St. Rita
86.	Sister C. T. Neubert	31	9-8-60	St. Rita
87.	Sister M. L. Pluckebaum	31	9-8-60	St. Rita
88.	Sister F. Mezger	30	9-8-60	St. Rita
89.	Sister M. S. Schulte	30	9-8-60	St. Rita
90.	Sister J. S. Tenerowicz	28	9-8-60	St. Rita
91.	Sister G. M. Odenwalder	22	9-8-60	St. Rita
92.	Maud M. Crews	30	5-28-60	Louisiana
93.	Marie Curtis	30	5-28-60	Louisiana
94.	Loretta I. Galligan	30	5-28-60	Louisiana
95.	Helen N. Jackson	27	5-28-60	Louisiana
96.	Bessie C. Rodrigue	34	5-28-60	Louisiana
97.	Mary H. Garman	31	12-15-60	Oregon
98.	Ida E. Blatti	43	5-21-61	Oklahoma
99.	Irene F. Danner	26	5-21-61	Oklahoma
100.	George H. Davies	39	5-21-61	Oklahoma
101.	Edith B. Hayes	50	5-21-61	Oklahoma
102.	Mary McDaniel	35	5-21-61	Oklahoma
103.	Georgia B. Price	38	5-21-61	Oklahoma
104.	Ernest R. Rhodes	45	5-21-61	Oklahoma
105.	Joy C. Bowers	28	6-2-61	No. Carolina
106.	Beatrice S. Chapman	31	6-2-61	No. Carolina
107.	Frances E. Davis	38	6-2-61	No. Carolina
108.	Nan F. Jeter	30	6-2-61	No. Carolina
109.	Katherine W. Thomason	38	6-2-61	No. Carolina
110.	Cordelia H. Giles	30	6-2-61	No. Carolina
111.	Marjorie L. Gordon	37	6-2-61	No. Carolina
112.	Mozelle K. Horton	35	6-2-61	No. Carolina
113.	Jennie T. Law	25	6-2-61	No. Carolina
114.	Mary B. Tuttle	31	6-2-61	No. Carolina
115.	Elizabeth W. Walker	26	6-2-61	No. Carolina
116.	Tucker J. Walker	26	6-2-61	No. Carolina
117.	Jessie E. Warber	39	6-2-61	No. Carolina
118.	Elizabeth J. Watrous	41	6-2-61	No. Carolina
119.	John E. McCreight	34	6-2-61	No. Carolina
120.	Emily Camenisch	36	6-23-61	Central New York
121.	Lutie G. Acuff	50	5-5-61	Tennessee
122.	Erin A. Ward	31	5-5-61	Tennessee
123.	Anita Wells	48	5-26-61	Indiana
124.	Clarence E. Miller	49	5-26-61	Indiana

	Name	Years of Service	Date of Presentation	School
125.	Ruby M. Eriksen	40	6-2-61	Montana
126.	Edith Jordan	50	5-26-61	Illinois
127.	Doris B. Orman	25	5-26-61	Illinois
128.	Florence A. Stack	26	5-26-61	Kansas
129.	Anna E. Hallman	43	5-26-61	Kansas
130.	Gertrude C. Miller	36	5-26-61	Kansas
131.	Charles N. Ramsey	29	5-26-61	Kansas
132.	Mamie L. Norris	21	5-26-61	Kansas
133.	Mildred D. Lines	36	5-26-61	Kansas
134.	Virginia H. Barnes	32	5-28-61	Calif. - Berkeley
135.	Henry E. Bruns	34	5-28-61	Calif. - Berkeley
136.	Gladys Gifford	29	5-28-61	Calif. - Berkeley
137.	Mary W. Robinson	28	5-28-61	Calif. - Berkeley
138.	Edith L. Stevenson	20	5-28-61	Calif. - Berkeley
139.	Winfield S. Runde	35	5-28-61	Calif. - Berkeley
140.	Frances N. Runde	22	5-28-61	Calif. - Berkeley
141.	Margie L. Watts	23	5-28-61	Calif. - Berkeley
142.	Millicent K. Reynolds	37	5-27-61	New Mexico
143.	Walter F. Smith	29	5-27-61	New Mexico
144.	Stella C. Brightman	32	5-27-61	New Mexico
145.	Hugo R. Terauds	36	5-27-61	New Mexico
146.	Eugenia Burnet	25	5-27-61	New Mexico
147.	Mary Lou Dorman	27	5-27-61	New Mexico
148.	Hazel P. Connor	39	5-27-61	New Mexico
149.	Sue F. Harrington	33	5-27-61	New Mexico
150.	Helen S. Brown	25	5-27-61	New Mexico
151.	Mildred M. Barkell	27	5-27-61	New Mexico
152.	Margaret D. Bruce	43	5-25-61	Kentucky
153.	Marion D. Reid	35	5-25-61	Kentucky
154.	Louise Fearon	50	6-12-61	Halifax, N. S.
155.	Carrie Henderson	31	11-29-61	Alabama
156.	Eugenia Thornton	36	11-29-61	Alabama
157.	Alice B. Allen	38½	11-29-61	Alabama
158.	Ruth L. Sims	41	11-29-61	Alabama
159.	Katherine McMillan	29	11-29-61	Alabama
160.	Nannie Golden	35	11-29-61	Alabama
161.	Lola R. Hurst	29	11-29-61	Alabama
162.	Alice Teegarden	46	11-29-61	Alabama
163.	Emily Asbury	36	11-29-61	Alabama
164.	John H. McFarlane	37	11-29-61	Alabama
165.	William C. Wilcoxson	21	12-19-61	Calif. - Berkeley
166.	Myrtle Reid	29	6-11-62	Ottawa Pub. Schools

	Name	Years of Service	Date of Presentation	School
167.	Dr. John A. Klein	54	4-5-62	Lutheran School
168.	Amy Alice Fowler	44	5-25-62	Indiana
169.	Elizabeth M. Green	44	5-25-62	Indiana
170.	Marguerite Corrington	27	5-29-62	Illinois
171.	Walter Belhorn	31	6-10-62	Lutheran School
172.	Grace Mannen	35	6-10-62	Lutheran School
173.	Emma Marshall	35	6-10-62	Lutheran School
174.	Emily Lietke	28	6-10-62	Lutheran School
175.	Elsie Forsberg	27	6-10-62	Lutheran School
176.	Frances Seiz	37	6-10-62	Lutheran School
177.	William F. Grace	41	5-25-62	Alabama
178.	Ida F. Fisher	25	5-25-62	Alabama
179.	Grace R. Tatler	30	5-25-62	Alabama
180.	Gladys S. Drake	31	6-1-62	Dallas Pilot Inst.
181.	Margaret J. Fearon	42	6-9-62	Inter-Provincial Nova Scotia
182.	Margaret Daniels	41	5-31-62	Gallaudet College
183.	Mary C. VanPelt	15	5-31-62	Gallaudet College
184.	Ellen P. Stewart	42	5-31-62	Gallaudet College
185.	Dr. Carl E. Rankin	25	5-31-62	Gallaudet College
186.	Dr. W. L. Walker	36	5-29-62	So. Carolina
187.	Julie A. McDermott	35	5-29-62	So. Carolina
188.	Mary G. Powell	35	5-29-62	So. Carolina
189.	Alex B. Rosen	41	5-29-62	So. Carolina
190.	Blanche L. Wilkinson	39	5-29-62	So. Carolina
191.	Sadie E. Stovall	42	6-15-62	Beverly School
192.	Margaret K. Haines	41	5-30-62	W. Virginia
193.	Florence S. Long	21	5-30-62	W. Virginia
194.	Faith I. Carl	37	6-6-62	Calif. - Berkeley
195.	Nathan P. Harris	38	6-26-62	Horace Mann School
196.	Bernard Teitelbaum	38	10-18-62	W. Pennsylvania
197.	Sister R. Gertrude	47	3-24-63	St. Mary's, Buffalo
198.	June Bishop	40	3-22-63	Kansas
199.	Ruth A. Cantrall	40	3-22-63	Kansas
200.	H. T. Christian	43	3-22-63	Kansas
201.	Mabel Gulich	28	3-22-63	Kansas
202.	Winifred Hubbard	29	3-22-63	Kansas
203.	Mildred C. Maddox	33	3-22-63	Kansas
204.	Mary I. Ross	30	3-22-63	Kansas
205.	Retta T. Youngers	33	3-22-63	Kansas
206.	Anne B. Starrett	25	6-7-63	No. Carolina
207.	Kathleen P. Underhill	26	6-7-63	No. Carolina

	Name	Years of Service	Date of Presentation	School
208.	Rudolf Wartenberg	23	6-6-63	Calif. - Berkeley
209.	Edith M. Kesert	45	6-6-63	Calif. - Berkeley
210.	Mary S. Standley	41	5-29-63	Illinois
211.	Edith Keating	36	5-29-63	Illinois
212.	Gertrude Wildt	35	6-13-63	American School Connecticut
213.	Jules P. Rakow	26	6-13-63	American School Connecticut
214.	Lillian G. Rakow	26	6-13-63	American School Connecticut
215.	Ella McCandless	38	6-1-63	Mississippi
216.	Mildred Markstad	37	6-1-63	Mississippi
217.	John W. McCandless	46	6-1-63	Mississippi
218.	Anabel C. Black	20	6-1-63	Mississippi
219.	Ted Griffing	39	12-16-63	Oklahoma
220.	Irving S. Fusfeld	47	11-25-63	Calif. - Berkeley
221.	Lucille R. Corrington	29	5-27-64	Illinois
222.	Mary E. Wolke	34	5-27-64	Illinois
223.	Nelle R. Larson	41	5-27-64	Illinois
224.	Charles C. Marshall	37	5-27-64	Illinois
225.	Lloyd E. Berg	44	4-15-64	Iowa
226.	Glenn I. Harris	37	4-15-64	Montana
227.	Marshall S. Hester	37	4-15-64	New Mexico